



Direction des Jurys de l'enseignement secondaire

Rue Adolphe Lavallée, 1
1080 Bruxelles

<http://www.enseignement.be/jurys>

jurys@cfwb.be

Tél : +32 (0)2 690 85 86

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

Langue moderne I : Anglais

Cycle 2022-2023/1

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. Half of children leave reception unready for school
2. Instagram: Video selfies trial to verify age of teens
3. Is the climate change caused by humans?
4. The women's suffrage movement, BBC / history
5. How to engage students in any subject area

1. Half of children leave reception unready for school

Sarah Boseley, theguardian.com

Nearly half of all children in England are not ready for school when they finish reception at around age five, a failure by society that could impede their progress throughout life, a report by a health and social inequalities guru warns.

Children from more deprived areas are more likely than those from affluent families to fall short of the developmental and educational milestones set down by the Department for Education, according to an overview from Sir Michael Marmot's Institute of Health Equity at University College London. These include being able to listen to stories, pay attention, use the toilet and dress themselves, and having started to read, write and do simple sums.

All the evidence shows children who struggle in primary school are less likely to do well later on.

"We continue to fail our children," said Marmot. "How can this still be happening? For three years the Institute of Health Equity has published evidence showing we are failing our children. It is unacceptable that only half of our five-year-olds are achieving a good level of development."

Two years ago, 59% of children were meeting the goals at the end of the reception year, but that figure cannot be compared to the 52% today because the government has changed the measure – and has also said that collecting the data will no longer be mandatory. That, said Marmot, is not the answer.

"We need real action to improve the lives of families, support good parenting and improve access to good quality affordable early years services. The evidence is clear; we have to get it right at the start if individuals are to achieve the best possible health throughout their life."

Only just over a third – 36% – of children who get free school meals because of a low family income reach the targets. Closing Sure Start children's centres, which were set up to help families in deprived areas, is "not a good way to improve early childhood development", said Marmot.

The UK scores badly on children's development compared with the other wealthy nations of the world, he said. In 2007, Unicef put the UK at the bottom of 21 developed countries for child wellbeing, judged on measures throughout childhood and adolescence, including infant deaths, teenage pregnancy and young people out of education, employment and training. Its report last year raised the UK to 16th place, but below Slovenia, the Czech Republic and Portugal.

The UCL Institute has been tracking progress in England since 2010, when the Marmot review of the yawning gap between the health of the richest and poorest was published.

That review said that to stay healthy, people need enough money to be able to afford essentials such as a nutritious diet, adequate clothing and enough money to heat the home.

The latest data shows the numbers of people unable to meet those basic needs has increased by a fifth, from 3.8m to 4.7m households. Across the country, 23% of households do not have enough money to ensure they stay in good health, and in London, that rises to 29.4%.

Little has changed in life expectancy, the latest update shows, although the gap between richest and poorest has narrowed slightly. Marmot expressed concern, however, over the years of healthy life people can expect – 64.1 years for women and 63.4 years for men. Only the top third will continue to be healthy into retirement, when the age rises to 68, he said.

Having a job is good for the health, and unemployment has dropped since 2011, says the institute. But the nature of the work is also significant.

The institute has now included a measure of people reporting illness caused by work. There has been no drop in the number who say their work has made them stressed, depressed or anxious.

In general, health is poorest in the north of England, where the determinants, including jobs and income, are worse. The institute is publishing results for every local authority in England online.

Marmot says he is “completely apolitical” and would not criticise specific governments over health inequalities. But he said he had been reading the French economist Thomas Piketty, author of Capital in the 21st Century. “It seems to me wherever you are on the political spectrum, we should be looking at this huge concentration of capital and income and thinking this is not good for our society,” Marmot said.

“If we want a healthy economy, a healthy population, a fair society, a population with lower crime, we ought to be very concerned.”

2. Instagram: Video selfies trial to verify age of teens

By Liv McMahon, Technology team, BBC.com, June 25th, 2022

Instagram is exploring new ways for teenagers to verify their age and comply with platform rules.

The Meta-owned app is testing video selfies with facial analysis software as a new age-verification method.

Some users on Instagram try to skirt its 13+ age rule by editing their date of birth to make them appear over 18.

But US teens attempting this will now be given three ways to verify age: upload ID, ask three adult users to vouch for them or take a video selfie.

Meta says it hopes the new methods will ensure teens have an "age-appropriate experience" on Instagram.

The tech giant has previously faced criticism over teen and child safety on its platforms. Several US states probed Instagram last year over children's experiences on the photo-sharing app, in response to leaks from Facebook whistleblower Frances Haugen.

Will Gardner OBE, chief executive of Childnet and director of the UK Safer Internet Centre, says the trial is encouraging: "The potential is there to try and help protect children from content which isn't for them and make their internet experience more age-appropriate."

5Rights Foundation, a UK organisation campaigning for child safety in the digital environment, says such efforts are "long overdue".

Platforms should "leave behind the 'don't look don't see attitude' that has led to millions of children being put at risk", 5Rights says, adding that "simply knowing the age of your users is not enough."

Parents and guardians of teen Instagram users were given additional tools to supervise their child's experience on Instagram earlier this month.

They can now set up time limits and view details of any reports their child makes on the platform.

Teens will also be "nudged" to look at other content if repeatedly viewing the same topics on Instagram's explore page, and encouraged to "take a break" if continuously scrolling through reels.

Video selfies and social vouching

Video selfies have become a popular way for digital platforms - such as online banking apps - to verify users' age or identity.

Instagram currently uses video selfies as one way account holders can verify their identity if they get locked out of their account.

Meta has partnered with UK digital identification provider Yoti, whose technology estimates age by analysing human faces and facial features.

Yoti says its algorithm, trained on anonymous people's facial images and their date of birth, cannot individually identify users or anything about them, except their age.

Its latest white paper, published in May, said the technology was accurate for six to 12-year-olds with an error range of 1.36 years - and an error range of 1.52 years for 13 to 19-year-olds.

Meta says both companies will delete the image once a user's age has been confirmed. Meanwhile, social vouching allows users to ask three mutual followers to confirm their age. Those being asked to confirm how old a user is must be at least 18, and cannot be vouching for any other users at the time.

Feeling safe on social media

Dr Ysabel Gerrard, lecturer in digital media and society at the University of Sheffield, says Instagram's new age-verification methods are a welcome addition to just asking users to upload ID.

But she says relying on age-verification tools as a way to protect young people online can overlook why they actually try to create adult accounts in the first place.

"A lot of them are saying they're 18 on Instagram not to do bad things or view bad content," Dr Gerrard says.

"Being technically registered as an adult makes them feel safe because they don't think they're going to be targeted."

For Dr Gerrard, Instagram's new verification mechanisms raise larger questions about what helps children to feel safe on social media platforms.

"Pretending to be an adult is one of them. It's a harsh reality, but we can't pretend it's not happening."

3. Is the climate change caused by humans?

From myclimate.org

The global warming of the last 50 years is, with over 95% probability, due to humans. The Intergovernmental Panel on Climate Change (IPCC) is responsible for evaluating the risks of human-caused climate change and gathering prevention and adjustment strategies. It was established by the United Nations Environmental Organisation (UNEO) and the World Meteorological Organisation (WMO).

The latest IPCC report from 2018 is based on broad scientific analyses. The exponential population and economic growth, but also the modern lifestyle of our globalised consumer society over recent decades have all continuously increased the emissions of CO₂ and other greenhouse gases. The concentration of these greenhouse gases in the earth's atmosphere is currently higher than at any time in the last 800,000 years, and it is continuing to rise faster than ever before (current measurement methods can only go back as far as the last 800,000 years).

Climate change is man-made

The above-average fast climate changes that have been experienced since the 19th century are primarily due to the start of the industrial age. Although wood was limited with regards to use as a fuel, it was possible to intensify industry rapidly using fossil fuels. However, the burning of black coal, brown coal, oil and gas released large quantities of carbon, which was stored over millions of years in the fossil energy sources, in the form of carbon dioxide (CO₂) directly into the atmosphere, which in turn intensified the natural greenhouse effect of the atmosphere.

What about other greenhouse gases like methane or nitrous oxide?

In addition to CO₂, methane and nitrous oxide are two of the most important greenhouse gases, the annual emissions of which are greatly increased by human activities. Methane emissions are particularly dominant in the area of livestock farming. With regard to natural emission sources, methane is produced in wetland areas as the gas can only arise under anaerobic conditions, i.e. when there is no oxygen. Thawing permafrost, as a direct consequence of the rising global temperatures, thus represents a significant source of greenhouse gases in the form of methane emissions. The main source of emissions of nitrous oxide can also be found in the area of agriculture related to the use of nitrogen fertilisers. In ecological farming the use of such fertilisers is forbidden.

What does climate change mean?

The global climate has always shown fluctuations. Since the beginning of industrialisation, however, the composition of the atmosphere has changed due to the increased emission of greenhouse gases by humans. This increases the natural greenhouse effect and leads to global warming. This noticeable change in the climate has a significant impact on humans and nature.

The global climate has always fluctuated to a greater or lesser extent, caused by various natural processes. In general, four different parameters can be named that cause the global climate to fluctuate:

- Changes in incident solar radiation
- Changes in reflected solar radiation
- Changes in thermal radiation emitted into space
- Internal fluctuations of the climate system

Recurrent changes in the Earth's orbit can be detected at regular, very large intervals of several tens of thousands of years, with high correlations documented with climatic changes on Earth. Likewise, the activity and thus the radiation of the sun arriving on Earth vary. The position of the continents directly affects the air and ocean circulations and thus also the global climate. And volcanic eruptions also emit large quantities of CO₂, probably the best-known greenhouse gas, but also aerosols, volcanic ash and dust particles, ultimately resulting in a temporary cooling of the climate over one to two years.

Anthropogenic climate change

The average global surface temperature has increased by 1.04 °C in the last 130 years, an unusually rapid increase. In particular, according to the scientific reports of the Intergovernmental Panel on Climate Change (IPCC), the sharp increase in global warming since 1950 can no longer be explained by natural climate fluctuations. Greenhouse gases such as carbon dioxide (CO₂) are almost certainly responsible for this. Since industrialisation, these gases have been increasingly released into the atmosphere through the burning of fossil fuels such as coal, oil and natural gas, as well as through large-scale land use, such as the deforestation of tropical rainforests, and have intensified their greenhouse effect.

Global warming: a chain reaction

Rising air and ocean temperatures are gradually reducing the total global snow and ice mass. As a result of this, but also due to the increase in the volume of water with rising temperatures, sea levels are also rising. In addition, global warming increases the probability of extreme weather events with far-reaching impacts on humans and the environment.

4. The women's suffrage movement, BBC / history

In the nineteenth century women had no place in national politics. They could not stand as candidates for Parliament. They were not even allowed to vote. It was assumed that women did not need the vote because their husbands would take responsibility in political matters. A woman's role was seen to be child-rearing and taking care of the home.

As a result of the industrial revolution many women were in full-time employment, which meant they had opportunities to meet in large organised groups to discuss political and social issues.

Organised campaigns for women's suffrage began to appear in 1866 and from 1888 women could vote in many local council elections. When parliamentary reform was being debated in 1867, John Stuart Mill proposed an amendment that would have given the vote to women on the same terms as men but it was rejected by 194 votes to 73. The campaign gained momentum after this.

Nineteenth century feminists talked about "The Cause". This described a movement for women's rights generally. It had no particular political focus. But by the close of the century the issue of the vote became the focus of women's struggle for equality.

The movement to gain votes for women had two wings, the suffragists and the suffragettes. The suffragists had their origins in the mid nineteenth century, while the suffragettes came into being in 1903.

The suffragists

In 1897, various local women's suffrage societies formed the National Union of Women's Suffrage Societies, under the leadership of Millicent Fawcett. The NUWSS wanted the vote for middle class property-owning women. They believed they would achieve their end using peaceful tactics - non-violent demonstrations, petitions and the lobbying of Members of Parliament. Fawcett believed that if the organisation was seen to be intelligent, polite and law-abiding then women would prove themselves responsible enough to participate fully in politics.

The leadership of the suffragists was exclusively middle class but some of the more radical members recognised early on that the movement needed the support of working class women. The issue of the franchise was drawing women of various sections of society together and giving them an identity which they had lacked until that time.

By 1900 there was already evidence that many Members of Parliament had been won over. Several Bills in favour of women's suffrage gained considerable support in Parliament, though not enough to pass. Some believed it was only a matter of time until women would gain the vote.

The suffragettes

The suffragettes, a name given to them by the newspaper The Daily Mail, were born out of the suffragist movement. Emmeline Pankhurst, who had been a member of the Manchester suffragist group, had grown impatient with the middle class, respectable, gradualist tactics of the NUWSS. In 1903 she decided to break with the NUWSS and set up a separate society. This became known as the Women's Social and Political Union (WSPU).

Mrs Pankhurst believed it would take an active organisation, with young working class women, to draw attention to the cause. The motto of the suffragettes was "deeds not words" and from 1912 onwards they became more militant and violent in their methods of campaign. Law-breaking, violence and hunger strikes all became part of this society's campaign tactics.

In 1907 the Women's Social and Political Union itself split into two groups after Emmeline Pankhurst and her daughter Christabel came into conflict with other members of the WSPU's executive body. Those who left formed the Women's Freedom League, while the Pankhursts and their supporters established an even tighter grip on the workings of the WSPU.

The three groups disagreed over tactics but their message was consistent and they regularly worked together. Despite opposition, the argument for women's suffrage seemed to be winning support. By 1909 the WSPU had branches all over the country and published a newspaper called Votes for Women which sold 20,000 copies each week. The NUWSS was also flourishing, with a rising membership and an efficient nation-wide organisation.

The rough treatment of many suffragettes arrested and jailed during the course of their protests also won the suffrage cause increasing sympathy and support from the public. The commendable behaviour of the suffrage movement during the war - suspending their protests for the sake of national unity - also proved that the women were far from unreasonable.

Summary of the suffrage movement

Historians debate the effectiveness of the different groups in the struggle for women's suffrage. Some modern historians argue that the influence of NUWSS has not been given enough credit. Membership of this organisation remained high throughout the period. Many women who became alienated from the suffragettes because of their militancy switched allegiance to the suffragists.

Even more controversial is the role of the WSPU. At the time, and ever since, there have been divisions of opinion: some argue that its activities were critical in keeping The Cause high on the political agenda; others believe that its violent tactics actually delayed votes for women by its "irresponsibility" in attacking private property.

When World War I broke out in 1914 the whole suffrage movement immediately scaled down and even suspended some of their activities in the face of a greater threat to the nation.

5. How to engage students in any subject area

By Esther Wojcicki, December 2, 2021, edutopia.com, shortened version

A high school teacher with four decades of experience shares the principles she has used to build student excitement in a wide variety of subjects.

4 CHARACTERISTICS OF EFFECTIVE CLASSROOMS

1. There's a culture of caring and kindness within the class: You can feel it—kids are smiling, working in groups, engaged. The teacher seems relaxed, and the kids are excited about learning. They feel trusted and respected, and they are. Students aren't afraid of making mistakes because they know they can revise. Grading isn't punitive, new ideas are welcomed, and the teacher is approachable.

I always started out my new classes with an activity I called “personality feature.” It was an opportunity for each student to interview one other student in the class and also to be interviewed. The idea was to introduce each student to the class, so they all could get to know each other and work collaboratively.

2. Students know *why* they're studying the subject: Their work has to be authentic and relatable. Kids love learning if it connects to their lives. Teachers need to tie whatever students are studying to their lives today, and kids can help with this. For example, in history, kids can work in groups looking for ties about policy decisions to events that happened years ago or even in the last century.

3. There's a student-friendly revision policy: Make sure that students always have the opportunity to revise, even on tests. Kids get discouraged because of poor grades. If there's no chance for them to get a better grade, they lose motivation. I even had a student-friendly revision policy in math. I gave kids the opportunity to relearn the concept and take the test again. Some kids just take longer, but once they learn it, they retain it as long as it's meaningful to them. That's one of the advantages of adaptive learning. Kids can relearn a concept that's complex as many times as they need until they get it.

As Professor Carol Dweck at Stanford writes in *Mindset: The New Psychology of Success*, what you think about yourself and your ability to learn is the key to how you learn.

4. Embed collaboration in most of the assignments: Working with a partner or in groups makes learning fun. Allow students to pick their partner unless it's not a good fit. Humans are social beings, and no one likes to learn alone.

They like to talk to each other about what they're learning. Even math concepts, especially complex concepts, are up for discussion. One student can explain the concept to another student, and each learns—the one who teaches learns leadership skills, so it's beneficial for both students.

In a world where kids are focused on "learning loss," test scores, and memorizing, I cofounded a company called Tract a year ago to help give them agency and excitement—to bring the joy back to learning and not focus on test scores. It's a peer-to-peer, project-based, kids' social media platform focused on independence and collaboration. Teens create the learning for preteens on the assumption that no one is more exciting to a kid than a kid who's a little bit older.

Tract is built on the above key points and on my TRICK philosophy (trust, respect, independence, collaboration, and kindness), which I explain in my book *How to Raise Successful People*. TRICK belongs in all teacher-student and parent-child relationships.

TRICK worked in my classrooms for 40 years and with my own children who became highly successful. It can help empower your students to be passionate about school and learning, too, if you treat them with TRICK, it can make your life as a teacher much easier and more satisfying and bring joy into the classroom.