

# ANGLAIS

LANGUE ÉTRANGÈRE

SÉRIE

2

COMPRÉHENSION ET PRODUCTION ÉCRITES

Durée de l'épreuve : 70 minutes

Moyens auxiliaires autorisés : Dictionnaire bilingue traditionnel

## CORRIGÉ À L'USAGE EXCLUSIF DES EXPERTS

|                             | Points obtenus | / points maximum |
|-----------------------------|----------------|------------------|
| Partie compréhension écrite |                | / 25             |
| Partie production écrite    |                | / 25             |
| Total                       |                | / 50             |

### SIGNATURES DES EXPERTS

Délai de libération : Cette série d'examen ne doit pas être utilisée comme exercice avant le  
**1<sup>er</sup> janvier 2024.**

## COMPRÉHENSION ÉCRITE

### Part 1

Read the article below.

#### Women and Work

Isn't it strange that, in the 21<sup>st</sup> century, labour laws in many countries still reserve some jobs for men only? As rich countries are trying to make workplaces available to both men and women, in many developing ones discrimination remains widespread. According to the World Bank, women are barred from certain jobs in 104 countries.

"Gender equality in labour law is associated with more women working and earning the same as men for similar jobs," says Sarah Iqbal of the World Bank. Yet, some countries publish lists of jobs said to be too dangerous for women. For example, Russia's list includes 456 jobs, such as driving a train or steering a ship. Other countries stop women from working in entire sectors, at night or in "inappropriate" jobs (in Kazakhstan, for instance, women are not allowed to kill animals). In some countries, women cannot register a business whereas in others a husband can prevent his wife from working.

The aim is often to protect the "weaker sex". Some laws put women in the same category as children; they concern jobs seen as physically tough, such as mining, construction and manufacturing. Others relate to broader safety fears. In Mumbai, India, for instance, female shopkeepers cannot work as late as male ones. Other laws are intended to protect women's ability to bear children. "Such policies often have demographic motivations, especially in countries with low birth rates," says Ms Iqbal.

Restrictions on night work originated in England during the Industrial Revolution. They were based on the idea that women were not only weaker and more vulnerable to exploitation than men, but also lacked the ability to make valid choices. In 1948 the International Labour Organisation still tried to keep women away from mines and industrial night work. Spain did not lift restrictions on female workers in mining, electricity and construction jobs until 1995.

Nowadays, the trend is towards liberalisation. In recent years, Bulgaria and Poland have removed all restrictions whereas Colombia and many African countries have only got rid of some. Other countries have changed laws in light of technological advances that have made many jobs safer and less reliant on strength, or have seen courts overturn bans as discriminatory.

Labour shortages are also leading to change. When many male miners left Marmato, in Colombia, to find better pay elsewhere, female replacements were tolerated, even though hiring women was against the law. Similarly, when male truck drivers in eastern European countries that had joined the European Union left for western countries, pressure to let women replace them increased. And the end of a ban on women working at night in the Philippines in 2011 was encouraged by call centres, which need staff during daytime in America and Europe.

Some sex-specific restrictions are necessary, says the International Labour Organisation, particularly in the case of pregnant and breast-feeding women, for example when working with chemicals. But protective prohibitions, as they were known before, will hopefully disappear in the near future and thus lead to a more equal world.

Adapted from *The Economist*

For each question (1–7) choose ONE letter A, B or C for the correct answer.

**1. In the 21<sup>st</sup> century, some jobs are still more difficult to get for women**

- A. ☐ mostly in rich countries.
- B. ☒ mostly in developing countries.
- C. ☐ in both rich and developing countries indifferently.

**2. In Russia, women cannot work**

- A. ☐ at night.
- B. ☐ in posts involving the killing of animals.
- C. ☒ in some forms of public transport.

**3. The laws that forbid women from working mainly concern jobs which**

- A. ☒ are hard and may be dangerous.
- B. ☐ involve working in shops.
- C. ☐ involve working with children.

**4. The first laws that prevented women from working at night date back to**

- A. ☐ 1995.
- B. ☐ 1948.
- C. ☒ the Industrial Revolution.

**5. The general trend nowadays is to have**

- A. ☐ more laws protecting women.
- B. ☒ fewer laws restricting the choice of a job for a woman.
- C. ☐ no restrictions anymore.

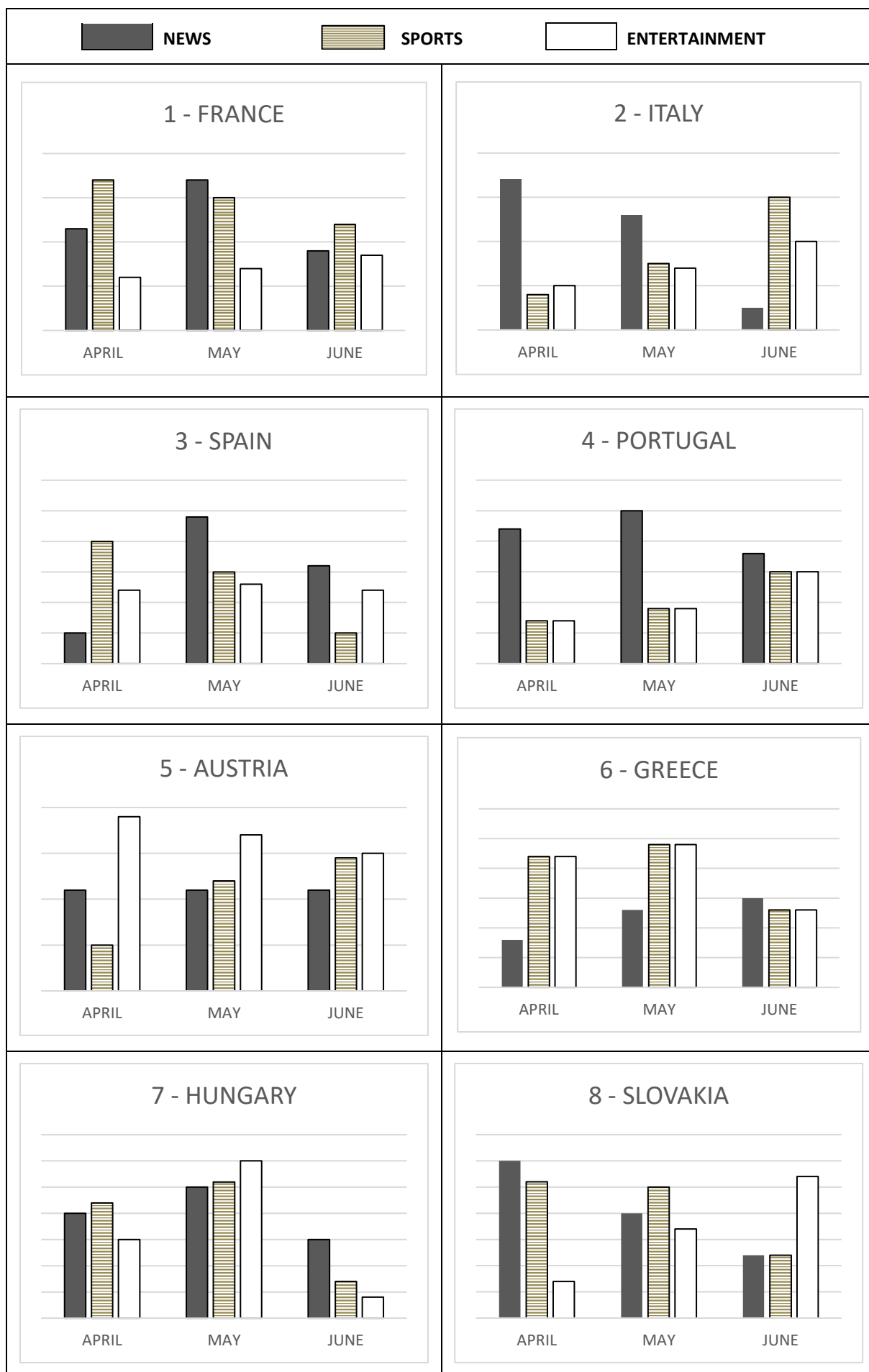
**6. In paragraph 6, we learn that more women**

- A. ☒ are needed because many men are changing their jobs.
- B. ☐ than men work in call centres in the Philippines.
- C. ☐ leave their country to get better-paid jobs in the European Union.

**7. According to the International Labour Organisation, some sex-specific restrictions are required to**

- A. ☐ lead to a more equal world.
- B. ☐ develop some industrial sectors, such as chemistry.
- C. ☒ protect women and children's health in certain areas.

## Part 2



Look at the graphs (on the previous page) showing what percentage of TV programmes (news, sports and entertainment) people in eight European countries mainly watched over a three-month period of lockdown during the 2020 pandemic.

Match each description (A-E) to the correct graph.

Write a number (1-8) in the space provided.

There is only one correct answer per question.

| Descriptions   | Numbers  |
|--|----------|
| A. In April, people in that country mainly watched the news to get information about the different measures decided by the government. From May on, their interest in the news fell sharply and, little by little, they enjoyed more entertainment as well as sports programmes. | <u>2</u> |
| B. The interest in the news remained stable throughout the lockdown in that country. In the meantime, sports programmes became more popular whereas entertainment decreased a little.  | <u>5</u> |
| C. In that country, statistics show that, except at the beginning of the period considered, watching the news was always more important than any other programmes.   | <u>3</u> |
| D. Although watching the news was not a priority in the first two months, it increased steadily in the country and became slightly more important than the other programmes in June, at the end of the quarter.  | <u>6</u> |
| E. In that country, the percentage of all categories of programmes first went up and then decreased significantly. Due to warm and sunny weather early summer, people were probably tired of spending time in front of the TV and preferred going out.                           | <u>7</u> |

Total 2 :

/ 5

## Part 3

Match each notice (1-6) with the corresponding statement (A - I). There are three extra statements you do not need to use. Write a number in the space provided. Do not use any letter more than once.

1. C

**UNDERGROUND INFO**  
We are currently experiencing severe delays on the  
PICCADILLY LINE  
**Use alternative routes**

2. I

For security reasons during rush hour,  
we are limiting the number of people  
who can enter this station.  
**Thank you for your patience.**

3. A

Due to  
**POSSIBLE FLOODS** in the  
morning, please travel later in  
the day if you can.  
Visit **www.tfl.gov.uk**

4. B

If the **strike is maintained**, we  
expect railway services to be  
severely reduced on Sunday  
evening.

5. D

**Some planes might not take off  
because of ash from a volcanic  
eruption in Iceland.**  
**← CONTACT YOUR AIRLINE FOR MORE  
INFORMATION BEFORE TRAVELLING.**

6. E

Ticket machines have been  
improved.  
They are easier to use.  
Visit: **www.tfl.gov.uk/tube**

### Statements

- A** Journeys should be postponed.
- B** Trains may be cancelled.
- C** Trains are delayed.
- D** Flights may be cancelled.
- E** Visitors may be lost.

- F** Getting your pass is simplified.
- G** Staff must be protected.
- H** Flights are delayed.
- I** Access may be reduced.

Total 3 :

/ 6

Total partie "Compréhension écrite" :

/ 25

**PRODUCTION ÉCRITE****Part 1**

The following marking scheme is adapted from BEC Preliminary Part 1.

| Mark  | Criteria  |
|-------|---|
| 10    | Very good attempt at task, achieving all content points.<br>'From / Subject' lines correctly completed.<br>Minimal effort required by the reader. |
| 8-9   | Good attempt at task, achieving all content points.<br>Some effort may be required by the reader.   |
| 6-7   | Satisfactory attempt at task, achieving at least 2 content points.  |
| 4-5   | Inadequate attempt achieving at least 1 content point and/or with noticeable omissions or irrelevance.  |
| 1-2-3 | Poor attempt at task; no content point achieved, little relevance; task possibly misunderstood.   |

## Part 2

The following marking scheme is adapted from BEC Preliminary Part 2.

| Mark            | Criteria   |
|-----------------|--|
| <b>15</b>       | <p>Full realisation of the task set.</p> <p>All four content points achieved.</p> <p>Confident and ambitious use of language, errors are minor, due to ambition, and non-impeding.</p> <p>Good range of structures and vocabulary.</p> <p>Effectively organised, with appropriate use of simple linking devices.</p> <p>Register and format consistently appropriate.</p> <p>Very positive effect on the reader.</p> |
| <b>12-13-14</b> | <p>Good realisation of the task.</p> <p>Three or four content points achieved.</p> <p>Fairly ambitious use of language; some non-impeding errors.</p> <p>More than adequate range of structures and vocabulary.</p> <p>Generally well-organised, with attention paid to cohesion.</p> <p>Register and format on the whole appropriate.</p> <p>Positive effect on the reader.</p>                                     |
| <b>9-10-11</b>  | <p>Reasonable achievement of the task set.</p> <p>At least three content points achieved.</p> <p>A number of errors may be present, but are mostly non-impeding.</p> <p>Adequate range of structures and vocabulary.</p> <p>Organisation and cohesion satisfactory, on the whole.</p> <p>Register and format reasonable, although not entirely successful.</p> <p>Satisfactory effect on the reader.</p>             |
| <b>5-6-7-8</b>  | <p>Inadequate attempt at the task set.</p> <p>At least two content points achieved.</p> <p>Numerous errors, which sometimes impede communication.</p> <p>Limited range of structures and vocabulary.</p> <p>Content is not clearly organised or linked, causing some confusion.</p> <p>Inappropriate register and format.</p> <p>Negative effect on the reader.</p>  |
| <b>1-2-3-4</b>  | <p>Poor attempt at the task set.</p> <p>One content point achieved or none.</p> <p>Serious lack of control; frequent basic errors.</p> <p>Little evidence of structures and vocabulary required by task.</p> <p>Lack of organisation, causing a breakdown in communication.</p> <p>Little attempt at appropriate register and format.</p> <p>Very negative effect on the reader.</p>                                 |