



CONCOURS D'ENTREE EN PREMIERE ANNEE

5 MAI 2018

Épreuve de langue

Durée : 1 heure – Coefficient 1

6 pages

Feuille de réponses : QCM de langue / Anglais
à détacher, verso à remplir et à glisser à l'intérieur de la copie d'examen.

Cette épreuve comporte deux parties :

I. Compréhension d'un texte écrit note /20

Vos réponses doivent être portées sur la grille de réponses au verso, à détacher et à glisser à l'intérieur de la copie d'examen.

1 point pour chaque réponse juste

0 point pour toute absence de réponse et toute réponse fausse

Vous devez indiquer votre réponse de la façon suivante : 1

II. Rédaction (écrire sur la copie d'examen) note /20

Votre texte doit comporter entre 140 et 160 mots, être rédigé sur la copie d'examen où vous aurez préalablement inscrit vos nom, prénom, etc. dans le coin supérieur droit prévu à cet effet.

Inscrivez votre numéro de candidat ici : _____

1^{ère} Partie : / 20

2^{ème} Partie: / 20

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Note générale : /20

Observations :

§1. THERE are plenty of good reasons for a young person to choose to go to university: intellectual growth, career opportunities, having fun [1]. Around half of school-leavers in the rich world now do so, and the share is rising in poorer countries, too [2]. Governments are keen on higher education, seeing it as a means to boost social mobility and economic growth [3]. Almost all subsidise tuition—in America, to the tune of \$200bn a year [4]. But they tend to overestimate the benefits and ignore the costs of expanding university education [5]. Often, public money just feeds the arms race for qualifications [6].

§2 As more young people seek degrees, the returns both to them and to governments are lower. Employers demand degrees for jobs that never required them in the past and have not become more demanding since. In a desperate attempt to stand out, students are studying even longer, and delaying work, to obtain master's degrees. In South Korea, a country where about 70% of young workers have degrees, half of the unemployed are graduates [7]. Many students are wasting their own money and that of the taxpayers who subsidise them [8].

§3. Spending on universities is usually justified by the “graduate premium”—the increase in earnings that graduates enjoy over non-graduates. These individual gains, the thinking goes, add up to an economic boost for society as a whole. But the graduate premium is a flawed unit of reckoning. Part of the usefulness of a degree is that it gives a graduate jobseeker an advantage at the expense of non-graduates. It is also a signal to employers of general qualities, such as intelligence and diligence, that someone already has in order to get into a university. Some professions require qualifications. But a degree is not always the best measure of the skills and knowledge needed for a job. With degrees so common, recruiters are using them as a crude way to screen applicants. Non-graduates are thus increasingly locked out of decent work.

§4. In any case, the premium counts only the winners and not the losers. Across the rich world, a third of university entrants never graduate. It is the weakest students who are drawn in as higher education expands and who are most likely to drop out. They pay fees and sacrifice earnings to study, but see little boost in their future incomes. When dropouts are included, the expected financial return to starting a degree for the weakest students dwindles to almost nothing. Many school-leavers are being misled about the probable value of university.

§5. Governments need to offer the young a wider range of options after school. They should start by rethinking their own hiring practices. Most insist on degrees for public-sector jobs that used to be done by non-graduates, including nursing, primary-school teaching and many civil-service posts. Instead they should seek other ways for non-graduates to prove they have the right skills and to get more on-the-job training.

§6. School-leavers should be given a wider variety of ways to gain vocational skills and to demonstrate their employability in the private sector. If school qualifications were made more rigorous, recruiters would be more likely to trust them as signals of ability, and less insistent on degrees. “Micro-credentials” short, work-focused courses approved by big employers in fast-growing fields, such as IT — show promise. Universities should grant credits to dropouts for the parts of courses they have completed. They could also open their exams to anyone who wants to take them, and award degrees to those who succeed.

§7. Such measures would be more efficient at developing the skills that boost productivity and should save public money. To promote social mobility, governments would do better to direct funds to early-school education and to helping students who would benefit from university but cannot afford it. Young people, both rich and poor, are ill-served by the arms race in academic qualifications, in which each must study longer because that is what all the rest are doing. It is time to disarm.

1ère partie : Compréhension de texte. Questions 1 to 10: choose the answer that corresponds most closely. (It might not be EXACTLY the same) Use the answer grid to indicate your choice by darkening the appropriate box.

1. In §1 the first sentence [1] suggests that:
 - a. going to university can be funny.
 - b. university nurtures intellectuals.
 - c. a university diploma will get you into a better paid profession.
 - d. young people might choose to go into higher education on many grounds.

2. In §1 the second sentence [2] says that:
 - a. 50 per cent of rich people leave school before they are 18.
 - b. one out of two rich school children are now at university.
 - c. in rich countries, most people go to university when they finish school.
 - d. after school, almost one in two pupils in wealthy countries go into higher education.

3. In §1 which statement is correct based on sentences 3 [3] & 4 [4]:
 - a. most governments believe sending young people to university is a worthwhile investment.
 - b. many governments think university is economical and socially advantageous.
 - c. American subsidiaries think it's intuitive and spend almost \$200bn per annum.
 - d. America spent \$200bn one year on social mobility and economic growth.

4. In §1 sentences 5 [5] & 6 [6] suggest :
 - a. governments don't know the true cost of putting more people into the university system.
 - b. American taxpayers' money would be better spent on food and weapons than on more university places.
 - c. governments tend to be too optimistic regarding the pros of creating more graduates.
 - d. the profits obtained are generally overestimated and cost a lot.

5. In the first sentences of § 2, the journalist implies that:
 - a. the evolution in students' academic behaviour corresponds to a real need in the work place.
 - b. the longer students study, the higher the degrees they obtain and the more they are paid.
 - c. there is little correlation between the time and money spent on higher education and the rewards it brings.
 - d. supply outweighs demand in the race to academic standing.

6. In §2, sentences 4 [7] & 5 [8]. According to the journalist, in South Korea :
 - a. the proportion of jobless degree holders is greater than the percentage of the population who have university diplomas.
 - b. more unemployed people have degrees than don't.
 - c. neither taxpayers nor students are getting value for money regarding higher education.
 - d. taxpayers are wasting money on graduates, whether they work or not.

7. In §3. According to the journalist, the "graduate premium" :
 - a. is not the right approach when evaluating the costs and worth of higher education.
 - b. justifies spending on university.
 - c. increases potential earnings and provides individual and social boosts.
 - d. is a precious way to calculate the value of a degree.

8. In §4, the journalist puts forward the idea that :
 - a. everyone has plenty to gain by doing a university degree, even if they don't finish it.
 - b. there is a certain dishonesty in the advice given to those pupils who contemplate university.
 - c. dropouts tend to be weak and yet they pay the highest fees, for the lowest returns.
 - d. even if they have to pay fees, the weaker students will still gain a little advantage in their future jobs.

9. §5 intimates that :

- a. 'easy hire, easy fire' is the best option for the government.
- b. most public sector jobs now require degrees, which was formerly not the case.
- c. government training should provide the skills needed by non-graduates to get jobs.
- d. non-graduates are simply not skilful enough to be hired for most public-sector jobs.

10. In §6, the journalist suggests :

- a. that part of the blame lies with schools and universities which don't cater for the needs of students and future employers.
- b. several ways in which to improve the school-leaver and graduate success rate.
- c. that if you drop out of a course you shouldn't have to pay back the money, unless you pass the exam.
- d. that big IT companies and the agro-industry like the idea of 'micro-credentials' as these are short and based on work.

Questions 11 to 20: Choose the phrase which would best maintain the original meaning of the underlined words. To help you the words/phrases are underlined in the text.

11. In §1 - Governments are keen on higher education...

- a. approve of
- b. are content with
- c. are very attached to
- d. are willing about

12. In §1 - Almost all subsidise tuition—in America, to the tune of \$200bn a year

- a. this costs
- b. at the height of
- c. on the level of
- d. worth

13. In §2 - In a desperate attempt to stand out,

- a. not fail
- b. appear smarter
- c. earn more
- d. catch the eye

14. In §2 -...delaying work, to obtain master's degrees...

- a. putting off
- b. spending time at
- c. increasing
- d. getting experience at

15. In §3 -...the increase in earnings that graduates enjoy over non-graduates

- a. have fun
- b. relish
- c. appreciate
- d. benefit from

16. In §3 - But the graduate premium is a flawed unit of reckoning.

- a. a deformed
- b. an inaccurate
- c. an awful
- d. a fuzzy

17. In §3 -...recruiters are using them as a crude way to screen applicants.

- a. admissions
- b. solicitors
- c. employees
- d. candidates

18. In §5 - Governments need to offer the young a wider range of options after school.

- a. greater variation
- b. larger choosing
- c. broader selection
- d. bigger order

19. In §6 -...courses approved by big employers in fast-growing fields, such as IT — show promise.

- a. offer hope
- b. are truthful
- c. guarantee success
- d. have a good future

20. In §7 -... Young people, both rich and poor,...

- a. the two rich and poor
- b. rich and poor alike
- c. for richer and poorer
- d. and the rich and the poor

2ème partie : Rédaction (entre 140 et 160 mots)

Vous devez inscrire le nombre de mots à la fin de votre rédaction.

Écrivez sur la copie d'examen.

In 140 to 160 words, defend the following position: "It is not the state's role to pay for university education."