



**CONCOURS POUR LE RECRUTEMENT  
D'OFFICIERS DE PROTECTION DES REFUGIES ET APATRIDES  
AU TITRE DE L'ANNEE 2008**

SESSION DES 05 ET 06 MAI 2008

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**EPREUVE ECRITE D'ADMISSIBILITE  
Epreuve n°3**

*(au choix du candidat exprimé au moment de l'inscription)*

Epreuve écrite de langue vivante étrangère consistant en la réponse à une ou plusieurs questions de compréhension d'un texte. Les questions ainsi que les réponses sont rédigées dans la langue de l'épreuve.

**ANGLAIS**

**L'usage du dictionnaire n'est pas autorisé.**

*(Durée : 2 heures - coefficient 2)*

## Britain's Mean Streets

From an article published by Catherine MAYER in Time magazine, March 26, 2008.

A survey by kids' charity TS Rebel found that last year more than a fifth of Britons avoided going out at night rather than risk encounters with a different form of terror: groups of children. Britons are frightened of their own young. On any given Saturday night, in any town center across Britain, it's easy to see why. "It usually starts outside McDonald's — that's the hot spot," explains one London youth. "You might go with one mate, then you get a phone call. Give it an hour, there'll be 10 people there, with nothing to do. Intimidating people is something to do, a way of getting kicks. Like, 'Oh my God, did you see how they ran?'"

The boys and girls who casually pick fights, have sex and keep the emergency services fully occupied are often fueled by cheap booze. British youngsters drink their Continental European counterparts under the table: in 2003, according to the Institute for Public Policy Research (IPPR), 27% of British 15-year-olds had been drunk 20 times or more, compared to 12% of young Germans, 6% of Netherlands youth and only 3% of young French. British kids were also involved more frequently in fights (44% in the U.K. to 28% in Germany). They are more likely to try drugs or start smoking young. (...). Small wonder, then, that a 2007 UNICEF study of child wellbeing in 21 industrialized countries placed Britain firmly at the bottom of the table.

None of those indicators are good, but it's the increase in nasty teenage crime that really has Britain spooked. Violent offenses by British under-18s rose 37% in the three years to 2006. (...) Prime Minister Gordon Brown, at his first press conference of 2008, said: "Kids are out of control ... They're roaming the streets. They're out late at night. There's an issue about gangs in Britain and an issue about gun crime as well as knife crime." (...) All over the world, teenagers give their parents headaches. Why are the migraines induced by British kids felt across a whole society? Part of the reason may be that parents aren't always around to help socialize their children — or even just to show them affection. Compared to other cultures, British kids are less integrated into the adult world and spend more time with peers. Add to the mix a class structure that impedes social mobility and an education system that rewards the advantaged, and some children are bound to be left in the cold.

Britons have never been very comfortable with the idea of childhood. In Victorian England, rich children were banished to nurseries and boarding schools, while their poorer contemporaries were sent out to work. The British are still expected to function as adults from an early age. (...) Rapid social change has not helped. Family and community life have been redrawn in most rich countries, and none more so than Britain, where marriage rates are down to a 146-year low. A study in 2000 by the OECD found that British parents spend less time with their children compared to other nationalities, leaving them more open to influence from their peers and a commercially driven, celebrity-obsessed media. (...)

It isn't just the absence of adults from their lives that contributes to unhappiness among Britain's teenagers. So do pervasive but invisible social barriers of class and race. Income inequality is greater in Britain than the rest of western Europe, and the gap between its poorest and richest citizens has been growing since the 1980s. (...) "I want to be a maid or a babysitter," says an 8-year-old over a soggy school lunch in east London. Her school's

neighborhood includes large Turkish, Asian and West Indian communities, where there is little tradition of higher education, especially for girls. Many parents speak English as a second language. Although the school's academic record has improved, most of its students have little chance of going on to university. The picture is similar in working-class white communities, where many children follow the family tradition of leaving school at 16 to take up an unskilled job. "You can often find whole towns in which the level of staying on at school at 16 is much lower than in other areas," says Ed Balls, Secretary of State for Children, Schools and Families. "It's about the attitude of the whole community, and its sense of ambition and enterprise. We've had a culture that for decades told families in those sorts of areas that you leave school at 16 and you get a job. Changing those aspirations is central to what we need to do."

How does he mean to achieve that? (...) A chorus of voices from politics, the media and the heartbroken ranks of victims' families says the way to do this is to get tougher with children in trouble rather than coddle them. It is true that the criminal justice system does not inspire much confidence. Some cases never come to trial at all. (...) Yet if Britain really is to become a better place for its children, it will have to acknowledge the roots of its crisis. That means focusing on helping kids more than on punishing them. A start might be listening to children themselves.

- Read the text carefully and answer the following questions:

- Questions:

1) 'To roam' ('They're roaming the streets'). Give four equivalent verbs and use them in one sentence each. (2 points)

2) '*Intimidating people is something to do, a way of getting kicks*' According to you, what does it mean? (4 points)

3) '*British parents spend less time with their children compared to other nationalities, leaving them more open to influence from their peers and a commercially driven, celebrity-obsessed media*' Explain this sentence. Why does the author say that? What are the implications of such an attitude? (6 points)

4) Do you think there is such thing as social determinism, or are there ways to escape it? (8 points)