

Vous ferez une analyse de ce texte et la présenterez au jury.

Students in England call for 30% Covid discount on tuition fees

University students propose rebate for coronavirus-affected tuition, funded by increased interest rates

Rachel Hall

Mon 31 May 2021 07.00 BST

University students in England are offering to accept higher interest rates on their loans in exchange for an immediate £2,700 discount on their tuition fees as compensation for the disruption to their education caused by the Covid pandemic.

A group of students unions led by the London School of Economics and the University of Sheffield have written to the education secretary, Gavin Williamson, and the universities minister, Michelle Donelan, to propose that the government funds a 30% tuition fee rebate for all students this year by increasing interest rates by 3% to 6.2%, meaning it would be repaid only by the highest earning graduates.

The letter stated: "We are asking for immediate financial justice for Covid-affected cohorts of university students. In an ideal world, education should be free; however, in a year when students are calling for compensation on their fees, we have created a fiscally neutral solution to adjust tuition fees, supporting students with a one-off payment."

The student leaders, who are all from research universities in the Russell Group, based their calculations on modelling from the London Economics consultancy. It suggested that increasing the interest rate on student loans would mean that the £1bn cost of the 30% rebate would be paid for by high-earning graduates, because loans are written off after 30 years, rather than the taxpayer or graduates on low incomes.

The average male graduate would pay £6,500 more in loan repayments over their lifetime, with the very highest earners paying up to £29,800 more, but female graduates on average salaries could repay the same amount because their lifetime earnings are lower.

The pandemic meant most students were barred from their campuses from the end of the autumn term until 17 May, so they missed out on in-person teaching, access to facilities such as libraries, and social and extracurricular activities. Many were frustrated to find themselves unable to access rooms in halls of residence and flats they had already paid for.

“Universities pitched themselves wrong in the summer of 2020. They were overzealous in their recruitment of students, which contributed to unrealistic expectations of what this academic year would look and feel like. It’s led to a situation where students are extremely angry they’re being charged extortionate prices for their education,” said David Gordon, the general secretary of LSE students’ union.

Some students have voiced their anger with universities this year through rent strikes, building occupations and socially-distanced protests. Gordon said the refund modelling was an attempt to find a constructive way to speak to the government about compensation after exhausting other avenues, including the Competition and Markets Authority, the Office of the Independent Adjudicator, which handles student complaints, and the Office for [Students](#), the higher education regulator for England.

The Guardian

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Épreuve orale d'anglais

Sujet n° 2

Vous ferez une analyse de ce texte et la présenterez au jury.

Work is where your laptop is: meet the globetrotting digital nomads

Worldwide shift to flexible and home working in pandemic has led to rise of new kind of backpacker

Julia Kollwe

Sun 30 May 2021 16.02 BST

Samantha Scott does not miss her daily commutes in London, particularly “the

dread of having to wake up and get on the tube, and heading into work sweaty and flustered. I’m still waking up at 6 or 7am, but I’m able to go for a walk on the beach before I start work.”

When she and her partner Chris Cerra arrive with their luggage in a new city, they can easily be mistaken for tourists. But they are part of a new generation of “digital nomads” who hop from country to country to live and work.

The global shift to flexible working triggered by the Covid-19 pandemic means more people are considering ditching their long-term homes to flit around the world, working from their laptops, tablets or smartphones.

Last week, a report from Airbnb entitled Travel & Living showed that 11% of the company’s long-term stay bookers in 2021 have reported living a nomadic lifestyle, and 5% plan to give up their main homes.

Delia Colantuono, a 31-year-old freelance translator from Rome, became a digital nomad five years ago when it was not a “big thing”.

She has now lived on all five continents and says the nomadic lifestyle is “not just for rich people – it’s for anyone who can work remotely and wants to do it”.

Many places are keen to attract long-term visitors, meaning bargains can be found. Colantuono has been renting a villa in Fuerteventura in the Canary Islands with three other nomads for €450 (£390) a month each. [...]

High-speed wifi is top of the wishlist for nomads, followed by good workspace – desks or a large dining room table – a decent kitchen, and comfortable beds.

Colantuono and others are aware of the environmental impact of their jetsetter lifestyle, and want to settle down eventually. Several people, writing on a Facebook digital nomads forum with 15,500 members, say age is not a barrier but stress the importance of being fit and healthy; and one says a drawback of this lifestyle might be a sense of rootlessness. [...]

As parts of the world gradually reopen after Covid restrictions, growing numbers of people are enjoying new flexibility to work from anywhere. Last year, nearly one in five Airbnb guests used the site to travel and work remotely; and this year 74% of people across its five-country survey have expressed an interest in living somewhere other than where their employer is based. Brian Chesky, the Airbnb chief executive, said: “The boundaries between travel, life and work are blurring.”

The Guardian



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Épreuve orale d'anglais

Sujet n° 3

Vous ferez une analyse de ce texte et la présenterez au jury.

Ministers urged not to 'threaten' NHS staff over mandatory Covid jab

Aubrey Allegretti

Sun 30 May 2021 15.07 BST

Ministers have been urged not to “threaten” **NHS** staff by forcing them to get vaccinated against coronavirus under plans being considered by the government.

The shadow Commons leader, Thangam Debbonaire, said it was not a “good idea” after the vaccines minister, **Nadhim Zahawi**, said the proposal was being investigated alongside the existing consultation on making jabs mandatory for social care workers.

There is nervousness in Whitehall about doing anything to destabilise the vaccine rollout by requiring that people get the jab instead of keeping it voluntary – something that several behavioural scientists have warned could dampen take-up among already vaccine-hesitant groups.

But after concerns that a sizeable number of health and social care staff, who were among the first to be offered the vaccine, are reluctant to get jabbed, the government has been consulting on making vaccines mandatory for care workers, and is now expanding that to include all those working in the NHS.

Zahawi said people in those professions had a “duty of care to those who are most vulnerable” and that ministers needed to protect those who “are being infected in a place when they’re going into hospital ... by those who are tasked to look after them”.

He stressed: “There are no decisions yet made” but said it was “absolutely the right thing” to look at the issue, and added: “It would be incumbent on any responsible government to have the debate, to do the thinking, about how we go about protecting the most vulnerable by making sure that those who look after them are vaccinated.”

There is already a precedent, Zahawi told Sky News’s Trevor Phillips on Sunday, pointing to how surgeons need to be vaccinated against hepatitis B. He said if a similar decision were taken for all NHS workers it would be a “condition of deployment” – “not condition of employment”.

But Debbonaire urged the government to keep Covid vaccines an entirely free choice for all. She told the same programme: “Given we have got a recruitment crisis in parts of the NHS I think it’s far more important we try and work with staff rather than against them. Threatening staff I don’t think is a good idea.”

Public [Health](#) England and the NHS had been successful when they had worked with people to address their doubts and answer questions about the jab, Debbonaire said, adding: “I would like to see the government work with the NHS and social care staff.”

While the government considers the results of its call for evidence on making vaccines compulsory for social care workers, which closed earlier this week, it will likely be mindful of any potential legal challenges under human rights legislation.

The Guardian



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Épreuve orale d'anglais

Sujet n°4

Vous ferez une analyse de ce texte et la présenterez au jury.

King's College apologises for 'harm' caused to staff by photo tribute to Prince Philip

By [Jamie Fullerton](#), 30 May 2021 •

One of Britain's top universities has apologised for the "harm" caused to staff after they complained about being sent a photograph of Prince Philip who had a "history of racist and sexist comments".

The photograph of the late Duke opening the university library was included in a recent email bulletin to staff at King's College London.

Joleen Clarke, associate director at the King's College libraries, sent the email apology to staff after some workers complained about being offended by a photograph of the Duke featuring in a staff bulletin previously sent via email.

Members of the university's Anti-Racism Community of Practice reportedly reacted angrily to the photo, which showed the Duke alongside the Queen opening a library at King's College in 2002, due to his "history of racist and sexist comments". [...]

The Duke was notorious for his controversial comments, most famously for referring to "slitty eyes" during a 1986 trip to China.

Ms Clarke was subject to what a source said was "a kangaroo court" among King's College workers, who judged the use of the photo to be offensive.

The offending photograph in the staff bulletin, sent shortly after the Duke died on April 9, was accompanied by a caption reading: "As the nation marks the death of HRH Prince Philip, the Duke of Edinburgh, we thought you might like to see this photo of the

Duke at the official opening of the Maughan Library in 2002, which some colleagues will remember.”

Ms Clarke has reportedly been active in King’s College’s anti-racism programme. In the subsequent apology email, sent in the week beginning May 10, she wrote: “The picture was included as a historical reference point following his [the Duke’s] death. The inclusion of the picture was not intended to commemorate him. Through feedback and subsequent conversations, we have come to realise the harm that this caused members of our community, because of his history of racist and sexist comments. We are sorry to have caused this harm.”

On Saturday a King’s College spokesman said: “As we previously highlighted [in an official university tribute](#) on April 9 2021, Prince Philip had a long association with King’s which continued right up until his retirement from public life. We valued immensely, and remain very proud, of his friendship and support for King’s.”

The Duke’s association with the College began in 1955, when he became a Life Governor of the institution. He and the Queen visited King’s College many times, most recently in 2012, for the opening of its Somerset House East Wing. [...]

In February the Government announced [plans to protect free speech in universities](#), with education secretary Gavin Williamson warning of the “chilling effect” of students and staff not feeling safe when expressing opinions.

The Telegraph



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Épreuve orale d'anglais

Sujet n°5

Vous ferez une analyse de ce texte et la présenterez au jury.

Age discrimination claims by workers who have lost jobs double in pandemic

A surge in age discrimination claims in the workplace have been blamed on pandemic amid fears it could grow even further

By [Charles Hymas](#), HOME AFFAIRS EDITOR 31 May 2021 •

Age discrimination claims by older workers who have lost their jobs rose by more than 70 per cent during the pandemic, official figures show.

Campaigners fear the figures could increase even further as furlough winds down in September. More than one million over 50s are currently benefiting from the scheme.

The Ministry of Justice (MoJ) data for employment tribunals show age discrimination claims reached 3,668 in 2020, up from 2,112 in 2019, an increase of 74 per cent..

It was the biggest rise for any form of claim in the employment tribunal system, which overall saw a 1.5 per cent decrease in complaints, down from 183,000 to 180,000.

The biggest rise for age discrimination claims came in the run up to and during Christmas when restrictions were tightened.

The last quarter of 2021 saw a rise to 1,500 claims, double the previous quarter's 750.

Stuart Lewis, Founder of Rest Less, an organisation which helps over 50s link up with employers, said: “Workers in their 50s and 60s have had a challenging time in the labour market over the last year:

“Unemployment levels soared by 48 per cent year on year and redundancies amongst the over 50s hit an all time high in 2020.

“Additionally, with more than one million workers over the age of 50 still on furlough, and business concerns around the potential for new virus variants to delay re-opening, we fear a new wave of redundancies may be on the horizon.

“We know that the pandemic has exacerbated age discrimination in both the workplace and the recruitment process. “We also know that once made redundant, older workers are more likely to drift into long-term unemployment than their younger counterparts, raising fears about the sustainability of the UK’s recovery if we don’t have a jobs plan that works for people of all ages.

“These factors, combined with the need for many to keep working until they are 66 to access the safety net of the state pension, are leading to a increase in the number of employment tribunal cases based on age discrimination - and it’s likely to get worse.

“Age is a legally protected characteristic, just like gender, ethnicity, religion and disability but yet age discrimination is still widely seen as a socially acceptable form of prejudice. Age discrimination is unfair, unacceptable and has long-term damaging consequences on both the individuals involved and wider society. It needs to stop.”

The Telegraph

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Épreuve orale d'anglais

Sujet n° 6

Vous ferez une analyse de ce texte et la présenterez au jury.

Extending school day to help children catch up will not improve results, Cambridge University says

By [Telegraph Reporters](#), 28 May 2021 •

Extending the school day may only give marginal gains to pupils [who lost learning during lockdowns](#), a Cambridge study has found.

Research by Cambridge University indicated that, rather than adding extra classroom time, "schools may find it more productive to consider carefully the range and quality of activities provided".

The analysis used five years of Government data, collected from more than 2,800 schools in England, to estimate the likely impact of additional classroom instruction on academic progress, as measured at GCSE.

It found that even substantial increases in classroom teaching time would likely only lead to small improvements.

For example, extending Year 11 pupils' classroom time by one hour per class, in English or maths, was associated with an increase of 0.12 and 0.18 in a school's "value-added" score - a standard progress measure.

This increase appears small, considering that most of the schools in the study had scores ranging between 994 and 1006.

The research also investigated the likely effect on disadvantaged pupils, whose education [has been hardest hit](#) by school closures.

In keeping with the overall results, it again found that more of the same teaching was likely to do relatively little to improve academic outcomes.

Vaughan Connolly, a doctoral researcher at Cambridge's Faculty of Education, said: "Simply keeping all students in school for longer, in order to do more maths or more English, probably won't improve results much; nor is it likely to narrow the attainment gap for those who have missed out the most.

"This evidence suggests that re-evaluating how time is used in schools - for example, by trimming subject time and replacing it with sessions focusing on 'learning to learn' skills - could make a bigger difference.

"Quality is going to matter much more than quantity in the long run."

A possible reason why extra instruction time may be relatively ineffective is that it would [increase the burden on both teachers and pupils](#), preventing them from being at their best, according to the research.

"Rather than extending the school day to offer more instruction, a successful recovery agenda may well be one that tailors support and makes room for a wider range of learning within it, in line with the recent suggestions made by the Education Policy Institute," Mr Connolly said.

"In that sense, less instructional time could actually be more. "

"Certainly, these results suggest that giving children more of the same is unlikely to help if we want to recover what has been lost during the pandemic."

The research is published in the journal London Review of Education.

The Telegraph

Épreuve d'admission du concours droit-économie 2021

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Épreuve orale d'anglais

Sujet n° 7

Vous ferez une analyse de ce texte et la présenterez au jury.

Parents in UK prepare for legal action over A-level results

Anna Fazackerley and Michael Savage

Sun 30 May 2021 09.15 BST

Parents who fear this summer's teacher-assessed A-levels will be unfair are already contacting lawyers about how to appeal against their children's grades, the *Observer* understands.

Ministers abandoned an algorithm designed to deliver marks after last summer's chaotic results season. However, teachers, unions and academics are concerned that this summer could see serious fallout amid claims of grade inflation and major disparities in the way different schools assess their pupils. With exams cancelled, teachers are assessing grades.

Education lawyers say some parents are already panicking about teacher bias in awarding grades, or whether special educational needs and disabilities will be properly taken into account.

Amara Ahmad, an education lawyer at the law firm Doyle Clayton, said that even though A-level grades will not be released until 10 August, she is already receiving approaches about challenging them. [...]

Teaching leaders are angry that ministers took so long to come up with ways to ensure that pupils could be compared between schools, despite calls months ago for a clear plan. They are concerned that teachers will be the ones "hung out to dry" should grades be challenged. [...]

There is also serious frustration among head teachers that the appeals process for pupils unhappy with their grades remains unclear. Geoff Barton, general secretary of the Association of School and College Leaders, said: “We really didn’t have to be here. Teachers, parents and students still don’t know what the appeals process will look like. We tried to help the government get on the front foot. Here we are on the back foot again.”

In last year’s [A-levels](#) fiasco, exams regulator Ofqual used a standardisation algorithm that downgraded almost 40% of predicted grades. This year’s model is fairer, lawyers say, but still flawed. Like many, Ahmad is still dealing with claims against last year’s grades, more than nine months after results day, often focusing on allegations of bias. She has had some successes, but says the “overwhelming response” from the exam board is that teachers were given discretion to make these decisions and they should not be overturned.

A spokesperson for Ofqual said schools must submit an appeal to an exam board if a student requests it. He said: “Our [analysis](#) of summer 2020’s grades found no evidence of systematic bias against disabled students, other protected characteristics or those from disadvantaged backgrounds.

“This year, we have published updated guidance for teachers, informed by a literature [review](#), on [how to avoid bias](#). This encourages teachers to seek input from specialist teachers, such as qualified teachers of the deaf or other education professionals, where appropriate. In addition, the exam boards have published training materials for teachers on making objective judgments.”

The Observer