

Examen écrit- session 1- Semestre 1 2022-2023

Langue : Anglais	Niveau : N3	Date : 7 janvier 2023	Durée : 1h30
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Women Bear the Brunt¹ of the Student Debt Crisis

By Suzanne Kahn | March 6, 2020 | TIME (Abridged and adapted)

§1 The first coeducational colleges in the United States [opened] as early as 1835. Nevertheless, when women gathered at Seneca Falls in 1848, formally launching the suffrage movement for women, most higher-education institutions were still closed to women. At Seneca Falls, they issued the *Declaration of Sentiments*, which decried the fact that women had been denied not only their “inalienable right to the elective franchise,” but also “the facilities for obtaining a thorough education.”

§2 In the coming decades however, higher education dramatically opened up to women. In 1862, the first Morrill Act granted federal land to each state for the explicit purpose of funding the creation of public colleges. As these public institutions opened, the majority accepted women from the start. By 1880 one-third of all American students enrolled in higher education were women.

§3 The accessibility of higher-education institutions for women helped **seed²** a revolution in gender roles and the Progressive movements of the late 19th and early 20th centuries. Early female college graduates did not have many career paths open to them; indeed, the majority became **homemakers³** but their time in college **fostered⁴** a commitment to public life that encouraged them to take up voluntary activism in their communities. These new graduates invented new public roles for themselves.

§4 American women continue to benefit from **trailblazing⁵** female college graduates. Today, they are **more likely to⁶** enroll in and complete college than men. In 2017, women made up about 56% of students on college campuses and by age 31 women are more likely than men to have received a college degree.

§5 But women also hold a disproportionate amount of student debt: they now hold almost two-thirds of the \$1.6 trillion student debt load. There are many reasons for this. From the start, women rely on **loans⁷** to finance higher education more than men. One 2017 study found that families with girls were significantly **less likely to⁶** save for their children’s college education than families with boys.

§6 Even when men and women finish college with the same amount of debt, it generally takes them longer to pay off their loans. According to a study, one year after graduation, “women college graduates working full-time are paid 18% less than their male peers.” In the following years that gap only **widens⁸**. With less income to turn to, it naturally takes women longer to pay down their loans. As long as the job market remains discriminatory, women who take on the same amount of debt as white men will end up paying more in the long term.

§7 Women thus have a particular interest in recent proposals to make college free and address existing student debt levels. In addition to these proposals on the table, smaller ones — for example

making sure childcare is included in student cost-of-living calculations — would make a big difference to women.

§8 The history of American women and higher education demonstrates how higher education can be an **engine**⁹ not just of individual opportunity but also of social innovation. Today, at best, debt levels limit students' options after graduating; too often, cost **deters**¹⁰ students from completing a degree at all.

§9 Women stand to particularly benefit from proposals like free college — but, if history is any indication, what they do with that change will benefit America too.

1. **bear the brunt** = sont les plus touchées - 2. **seed** = faire naître - 3. **homemakers** = femmes au foyer - 4. **Fostered** = a facilité, encouragé - 5. **trailblazing** = pionnières - 6. **more/less likely** = plus/moins susceptible de - 7. **Loans** = prêts/emprunts bancaires - 8. **widens** = se creuse - 9. **engine** = à l'origine de - 10. **deters** = empêche

WRITE ALL YOUR ANSWERS ON THE EXAM PAPER SHEET. THANK YOU!

A – READING (6 points)

- 1) Are the following statements TRUE or FALSE? Justify each answer with a short quote from the text. (3 pts)
 - a) Women started to be accepted in public colleges following the *Declaration of Sentiments* issued by the suffragists. T / F
 - b) Graduating from college helped women make economic gains in the 19th century. T / F
 - c) Today, the majority of college graduates in the US are women. T / F
- 2) Explain in your own words why women would benefit from free college education and debt cancellation. (3 pts)

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B – GRAMMAR (6 points)

1- Put the adjectives in brackets in the COMPARATIVE form (*older than*) or the SUPERLATIVE form (*the oldest*). (3 pts)

- a) UCLA is not _____ college campus in the US. (*big*)
- b) It is definitely _____ the Sorbonne. (*modern*)
- c) Is Harvard _____ Ivy League university? (*prestigious*)
- d) If you are wealthy, you have a _____ chance to get access to an elite college. (*good*)
- e) Is it _____ to get a scholarship for a private university or for a public one in the US? (*easy*)
- f) My first week as a fresher was _____ of my life. But now, I love university and I have many friends there. (*bad*)

2) Conjugate the verbs in brackets in the PRESENT PERFECT (*I have played*) and add ALREADY, FOR, SINCE or YET in the second gap. (3 pts)

- a) My friend Lisa _____ (*be*) a student at UCLA _____ 2019.
- b) Hafu Go _____ (*make*) interesting YouTube videos about American college campuses _____ three years.
- c) I _____ (*see / not*) his YouTube video about the NYC campus _____.

C – WRITING (8 points)

Choose **ONE** of the following topics and write a structured essay of about 150-170 words. Give 2 or 3 strong arguments to support your views and illustrate with pertinent examples. Use appropriate linkers to organize your ideas.

1) In September 2022, President Joe Biden announced a plan to cancel \$10,000 in student loan debt for the American graduates who earn less than \$125,000 per year.

Do you think this will reduce social inequalities? What else could be done to improve access to higher education?

2) "A degree can equip young people with a broader horizon, with more job prospects and instil an appetite for life-long learning. It can even be an opportunity to forge friendships with people from all over the world." Jedidajah Otte, The Times, August 2022

React to this statement and explain what going to university and getting a degree represents for you.