

High school		2021
	Stream : TLL	Time allowed : 3 H

Text : HIGHER EDUCATION : AMERICAN STYLE

Most of the world's national higher education systems are centrally controlled. Politicians, and education leaders in their national may seek to improve the entire system or to reshape a major segment of the university sector, the polytechnics, the teacher training colleges – by enacting national legislation and imposing new regulations that alter the rewards of faculty services, the conditions of student life, the distribution and contents of curriculums, or the relation of research to teaching. They allocate financial support across the system through central government departments that provide broad institutional support, central research councils that distribute research funds, and central committees that allocate scholarships.

To the American way of thinking, this approach can lead to uniform funding, unified regulations, and distinctive order among institutions, programs, and degrees. Such top-down directions can also, again in American eyes, result in a rigidity that restrains institutional efforts to adapt to local conditions and environmental change. It asks central policy-makers and planners to know more than they possibly can about hundreds of subject specialties, institutional differences, and varied local conditions. American decision-makers believe that weeping laws and encompassing regulations may also result in mistakes that, once made, take a long time to rectify.

What observers from foreign countries see when they look at American higher education is a system so lacking in order that it is virtually incomprehensible. They wonder how things get done when control is so decentralized, institutions are so differentiated, and institutional initiative is so blatantly exercised in competition for students, faculty, and financial resources.

They wonder how Americans provide such open access to scientific and scholarly excellence. Indeed, they wonder how a system can admit "everybody" and, at the same time, support research-oriented professors who write one third of the world's scientific literature. Is it because the United States is so large and rich, or because it has been lucky historically, in a confluence of favourable conditions? Or does it have some organizational secret, some exceptional way of operating universities and colleges – and assembling them both in private networks and in public systems?

American higher education is indeed, a model of decentralized competition and local initiative, with 50 public state systems and 1800 self maintaining private universities and colleges, the American education system is about as fragmented as it can be without breaking down.

I- READING COMPREHENSION : (5pts)

A- Multiple choice questions: Copy the complete sentence containing the correct answer (1pt)

1- To an American, a centralised direction in higher education..... Local institution.

- (a) encourages
- (b) helps
- (c) develops
- (d) harms

2- For a foreign observer, the American higher education system is..... In virtually all sectors of the system-research universities, comprehensive public colleges, private liberal arts colleges. Competition is rampant. Much directions is local, even when institutions are part of a state system.

- (a) Uncontrolled.
- (b) Disorganized.
- (c) Incomplete
- (d) unworkable

3- In the second paragraph, the "top-down directions" means.....

- (a) Failing-down directions.
- (b) Directives from the head-office.
- (c) Decisions from all directions.
- (d) Heaven-sent directions.

4- Errors made by decision-makers in the centralized higher education system are..... corrected

- (a) not
- (b) rarely
- (c) not easily
- (d) immediately

B- True / False questions: Copy the true sentences and correct the false ones (2pts)

- 1- In the U.S.A each institution has its own system.
- 2- In the American higher education system, educational policies are made by local authorities.
- 3- In most of the world's national higher education systems, financial support is directly provided to beneficiaries
- 4- The American higher education system admits every body without competition.

C- Answer the following question based on the text: (2pts)

- 1- Give two drawbacks of top-down directions in the American opinion.
- 2- What makes the difference between the American higher education system and that of most countries
- 3- Is American higher Education easily accessible? Justify your answer.
- 4- Why is American higher education said to be decentralized?

II- LANGUAGE: (10pts)

A- Give words which mean the same as these words as they are used in the text: reshape, support, restrain, fragmented (2pts)

B- Grammar :

• **Fill in the blanks with too, too much, too many and enough (1pt)**

- 1- I don't like the weather here. There is.....rain.
- 2- I can not wait for them. I have not got.....time.
- 3- There was nowhere to sit on the beach. There were.....people.
- 4- You are already tired. I think you work.....hard.

• **Give the correct form of the verbs in brackets (1pt)**

- 1- Why are your relatives against (wash) your clothes at the river?
- 2- They allowed us (go) home.
- 3- It is no use (waste) our time.
- 4- That woman seems (be) pregnant. That's why she is always sick.

• **Use too / enough to combine these pairs of sentences (2pts)**

- 1- The old man was very sick. He could not stand up.
- 2- Lagaré has not got much money. She can't spend her holidays in Las Palmas.
- 3- The town was very dangerous. We could not live in it.
- 4- There is a lot of bread. Everyone can eat bread.

III- TRANSLATION : (4pts)

A- Into French: (2pts)

From: "Most of the world's national higher education.....of research to teaching."

B- Into English: (2pts)

- 1- Le système éducatif Américain est décentralisé. Chaque état peut avoir son propre système. Par contre en Europe l'éducation est sous le contrôle du Ministère de l'éducation.
- 2- Au Mali le système éducatif est trop vague. On enseigne un peu de tout aux élèves mais ils parviennent très difficilement à se spécialiser dans un domaine.

IV- COMPOSITION : (5pts)

Choose only one Topic

- 1- Every year toward the world particularly in Mali there is a decline of students' level. Many of them don't get average in terms nor in exams.
What do you think are the causes of this decline? What can be the solutions to it?
Defend your idea in about 150 words.
- 2- Mariétou Katilé, a student from LLT in Lycée Dougoukolo Konaré of Kayes, borrowed a dictionary from her teacher of English, Mr Tiéfiing Coulibaly, street =156, Door = 66, Kayes. Unfortunately, she lost it. So, she wrote Tiéfiing a letter of explanation and apology. Write Mariétou's letter with the appropriate layout.