



# ENGLISH ENTRANCE EXAM: JUNE 2005

Name and Surname(s) \_\_\_\_\_

*Time allowed for this exam: 2 Hours*

*Please read the following carefully:*

- ☞ All mobile phones must be turned off*
- ☞ Make sure you write your name on this exam sheet*
- ☞ The exam consists of two parts (I. Reading comprehension and II. Essay). **Both** parts must be answered in **English***
- ☞ Write all your answers in this exam booklet in the spaces provided*
- ☞ All rough paper will be collected after the exam*

## **POLITE WARNING**

**ANY TALKING DURING THE EXAM WILL MEAN AUTOMATIC  
AND IMMEDIATE DISQUALIFICATION**

### I. Reading Comprehension

- A. \_\_\_\_\_
- B. \_\_\_\_\_
- C. \_\_\_\_\_
- D. \_\_\_\_\_

\_\_\_\_\_

### II. Essay

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## I. READING COMPREHENSION

**A) Answer the following questions based on your understanding of the article.**

1. The author speaks of ways of classifying teenagers. What are these classifications?
2. What was the reason for publishing the protocol?
3. According to the author, why would teenagers be unlikely to tell adults about their relationships?
4. What are the harmful or questionable effects of this protection plan as stated or suggested by the author?
5. Eileen Munro is critical of the protocol, but what does she believe to be a better solution to this problem faced by teenagers?

**B) Explain the meaning of the following in the context of this article.**

1. striking (line 5)
2. stand on their own feet (line 10)
3. broadly (line 22)
4. undue (line 37)
5. prize (line 49)

**C) Find synonyms in the text for the following**

1. preoccupation
2. at risk
3. rules
4. extreme preoccupation
5. monitoring

**D) What do the following refer to in this article?**

1. we (line 12)
2. the issue (line 15)
3. it (line 20)
4. professionals (lines 21, 33)
5. they (line 40)

## **II. WRITTEN ESSAY**

*Write a short essay of approximately 150-200 words stating whether you agree or disagree with Eileen Munro. Your essay should be clear, concise and well organised.*

Read the newspaper article below, then answer the questions (A, B, C, D) on the following pages.

1

## SNOOPER SQUAD

### **New guidelines obliging professionals to pry into the sex lives of teenagers will do more harm than good**

5 The most striking feature of the recent deluge of public concern about teenagers is the degree of adult anxiety it reveals. We are either frightened of teenagers, as intimidating "hoodies" who may attack us - or we are frightened for them, as vulnerable innocents who may be abused or preyed on by malicious adults. This division into saints and sinners leaves no place for "normal" teenagers, young people of average virtue who are gradually making sense of the  
10 adult world and learning to stand on their own feet.

The division is also visible in the changing way we provide help to teenagers. Neither helpless victims nor wrongdoers can be trusted to ask for help, and so we are developing increasingly intrusive surveillance systems to monitor children and detect causes of concern that trigger professional action. The normal teenagers who might appreciate some adult  
15 guidance are in danger of finding the issue taken out of their control and magnified into an adult anxiety.

The latest example of this preoccupation with monitoring children is the newly published *Working With Sexually Active Young People Under the Age of 18 - A Pan-London Protocol*. In addition to its lengthy title, this set of guidelines proposes extending surveillance  
20 into the most intimate aspects of a teenager's life - and is likely to be rolled out nationally. It requires all professionals in contact with young people to do risk assessments on "any person under 18 they know who is, or is likely to be, sexually active", a term defined so broadly in the Sexual Offences Act 2003 that there will be few teenagers who are exempt. The risk assessment should be very detailed, covering "physical and emotional health and education, and  
25 safeguarding needs in the context of the sexual relationship." The assessment should also include, as standard, a police check on the partner; details of that child or adult will then be stored on the police computer. If someone is considered to need protection, he or she should be referred to social services or the police, who will devise a protection plan.

The protocol stems from the Bichard inquiry into the Soham murders, and comes with  
30 the emotive appeal that anything that prevents another tragedy is justified. But it is very hard to see how it will prevent abuse or murder and very easy to see how it will cause harm.

Any screening service needs to have an accurate way of telling which people are at risk, but in this case professionals are given the confusing task of deciding whether the behaviour of the sexual partner amounts to "grooming for sexual exploitation", as opposed to normal  
35 seduction. Police and social workers are expected to create protection plans, but quite how they will protect a 17-year-old girl from a relationship she wants to maintain is left a mystery.

Finally, any screening service should not cause undue harm, but this protocol will cause harm in both direct and indirect ways. The risk assessment is likely to be offensive and distressing to many teenagers since it requires intimate details of their relationship. There is no  
40 mention of obtaining their consent; if they disagree with the professional concern, this is seen as another risk factor.

It will also be a major deterrent to teenagers who would like advice or help with sexual relationships but, as we know well, want confidentiality. They may now find themselves subjected to detailed questioning, as well as having their confidences broken and partners'  
45 names put on a police computer.

Teenagers are at some risk from sexual predators, but the stranger who uses force to abuse is relatively rare. Most abuse is carried out by relatives or friends who have a relationship with the victim. We would help teenagers more by providing advice, when asked, and by guaranteeing the confidentiality they prize. This would allow open discussion of the  
50 complexities of sexual relationships, helping them make sense of their experiences, recognise

exploitation and receive the support needed to protect themselves.

55 Teenagers at present are causing considerable anxiety to adults, but these  
preoccupations tell us more about adult anxieties than teenage needs. Professionals are anxious  
to avoid blame, and detailed procedures offer a form of security to them. But in the complex  
area of developing happy sexual relationships, they do not offer security to teenagers. Faced  
with adults who offer help in ways that either demonise or infantilise them, teenagers with a  
normal range of concerns about sexual relationships are likely to shun all professionals as  
unhelpful. What they need is a positive message about sex as a natural and enjoyable part of a  
60 or embarrassing times. They need to learn from experience and they will probably have some miserable  
relationships. They might well then appreciate confidential support from an adult as  
they develop self-confidence and the maturity to know what they want or don't want from  
relationships.

Professional surveillance is a weak defence against sexual predators. The safest teenager  
is the one with the confidence to say no.

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Eileen Munro  
Tuesday May 31, 2005  
*The Guardian*

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