



Proves d'accés a la universitat

Convocatòria 2014

Llengua estrangera **Anglès**

Sèrie 3 - A

	Qualificació	Etiqueta de qualificació
Comprensió escrita		
Redacció		
Comprensió oral		

Etiqueta identificadora de l'alumne/a

Ubicació del tribunal

Número del tribunal

Districte Universitari de Catalunya

THE RIGHT TO VOTE

“Votes for women? What a ridiculous idea!” Some of the arguments that male voters used in the past to prevent women the right to vote would seem unacceptable to most of us nowadays.

However, many people would be surprised to read that the women of Switzerland received the right to vote in 1971, and yet **canton** Appenzell Innerrhoden resisted until 1991. Most male and female residents in that part of the country saw the law preventing women’s **suffrage** as one of their cultural traditions, along with voting by assembly in the town square. Only after two women **filed suit** with the Swiss Federal Court was the canton forced to extend suffrage to its female residents.

Some argued that women were less intelligent than men, that their brains were smaller than men’s. Others feared women would go out to campaign without asking their husbands’ permission. The point was also raised for equality because, they said, “women’s natural modesty would stop them going out to vote when pregnant, and since rural women have more babies than those in towns, this would give an unfair advantage to the latter.” “And if women were actually elected, that would be a source of humiliation for their husbands!”

Such were the arguments that convinced Switzerland’s male population to **turn down** every proposal to allow women the vote. In New Zealand women had the right to vote since 1893 and in most European countries since the end of World War I. Even though both chambers of the Swiss parliament finally gave the green light to women’s suffrage in 1958, more than 50 years after Europe’s pioneer Finland, when proposed to the people, two thirds of the male citizens turned parliament’s recommendation down.

But it wasn’t as if Swiss women had stood **idly** waiting for their rights to be given to them. Emilie Kempin-Spyri (1853-1901), Switzerland’s first woman lawyer, had claimed that the article of the Federal Constitution which stated “All Swiss are equal before the law” meant that men and women had equal rights. However, this assertion was rejected by the Swiss Federal Court.

The first feminist association was established in 1868, calling for civil rights, and the right to attend university. There had been proposals to include women’s suffrage in the 1874 constitution. In 1929 a petition for voting rights managed to collect a quarter of a million signatures—but it was ignored.

Switzerland’s system of direct democracy, which gave voters the final say on legislation, ironically kept women out. However, the extensive autonomy of even the smallest administrative units gave them their chance to **break in** to political life. It was a tiny commune in Canton Valais that, in 1957, was the first to allow its women members to vote. Several cantons gradually followed and in the 1960s women started occupying more and more important positions in local parliaments and governments. In 1968 Geneva, then the country’s third largest city, had a woman mayor—but she still couldn’t vote in federal elections.

When the human rights convention of the Council of Europe was signed, Switzerland remained out of those parts that call for sexual equality. The protest this provoked forced the government to revise its position and a new referendum was put to the country.

The result: on February 7th 1971 Swiss males finally gave their female compatriots the full federal voting rights by a two thirds majority. The official results showed 621,403 of the all-male electorate supported the vote for women and 323,596 were against.

Text adapted from *Swissworld.org*

canton: One of the several states which form the Swiss Confederation.

suffrage: vot / voto

filed suit (to file suit): demandar, portar a judici / demandar, llevar a juicio

turn down (to turn down): rebutjar / rechazar

idly: inactiu / inactivo

break in (to break in): entrar, introduir-se / entrar, introducirse

Part 1: Reading comprehension

Choose the best answer according to the text. Only ONE answer is correct.

[4 points: 0.5 points for each correct answer. Wrong answers will be penalized by deducting 0.16 points. There is no penalty for unanswered questions.]

- | | | Espai per al corrector/a | | |
|----|---|--------------------------|--------------------------|--------------------------|
| | | Correcta | Incorrecta | No contestada |
| 1. | Women in Switzerland got their right to vote
☐ when female residents were accepted by assembly.
☐ thanks to two women who took legal action for it.
☐ as part of their traditional rights.
☐ before canton Appenzell Innerrhoden accepted it. | ☐ | ☐ | ☐ |
| 2. | In the text, which of these arguments for not giving women the right to vote is FALSE?
☐ Women were considered less intelligent than men.
☐ Women in rural areas had more advantages than urban women.
☐ Pregnant women would be too shy to go out to vote.
☐ Men feared they would lose their control over women. | ☐ | ☐ | ☐ |
| 3. | According to the text, when the Swiss parliament proposed to pass the vote for women in 1958,
☐ the majority of male voters rejected it.
☐ all European countries had already given it the green light.
☐ only women in Finland had the right to vote.
☐ the arguments were not convincing at all. | ☐ | ☐ | ☐ |
| 4. | The text explains that Swiss women
☐ had never become involved in political action before 1991.
☐ were peacefully waiting for their rights to be granted to them.
☐ had been fighting for their rights since the nineteenth century.
☐ ignored the quarter million signatures petition for votes in 1929. | ☐ | ☐ | ☐ |
| 5. | Although Switzerland's system of direct democracy kept women out of their right to vote in federal elections,
☐ women started taking political posts in local government in the 1960s.
☐ some small communities allowed women extensive autonomy.
☐ most cantons always resisted the legislation.
☐ in 1968 Geneva gave the first woman mayor the chance to vote. | ☐ | ☐ | ☐ |
| 6. | At the human rights Convention of the Council of Europe, Switzerland
☐ demanded governments to change their position on equal vote.
☐ called on a referendum on equal vote in Europe.
☐ suggested to revise those parts on sexual equality.
☐ refused to sign the parts on sexual equality. | ☐ | ☐ | ☐ |
| 7. | According to Emilie Kempin-Spyri, the Swiss Federal Constitution
☐ should give more rights to women.
☐ gave equal rights to both men and women.
☐ needed an article on equal rights.
☐ rejected her proposals before the Federal Court. | ☐ | ☐ | ☐ |
| 8. | Swiss women finally gained full right to federal vote
☐ in spite of the criticism of the Federal Court.
☐ thanks to the claims of the first woman lawyer, Emilie Kempin-Spyri.
☐ when 50 % of male voters signed a petition.
☐ in the 1971 referendum, with more than 50 % of male voters. | ☐ | ☐ | ☐ |

Recompte de les respostes

Nota de comprensió escrita

Correctes	Incorrectes	No contestades
☐	☐	☐

Part 2: Writing

Choose ONE topic. Write about number 1 or 2. Minimum length: 100 words.

[4 points]

1. Should the right to vote be lowered to the age of 16, instead of 18? What would be the advantages or disadvantages? Write an argumentative article giving opinions for and against this issue.
2. Imagine you are a candidate at your class delegate election. Write a school article inviting people to vote and encouraging your classmates to vote for you, explaining your arguments.

Grammar	
Vocabulary	
Text	
Maturity	
Total	
Nota de la redacció	

Part 3: Listening comprehension

DO SCHOOLS DESTROY CREATIVITY?

In the following conversation you are going to hear some new words. Read and listen to them. Make sure you know what they mean.

smart: intelligent / inteligente

skills: destreses, capacitats / habilidades, capacidades

fidgeting (to fidget): no parar quiet / no estarse quieto

challenges: reptes / retos

dropout rate: taxa d'abandonament / tasa de abandono

turn on (to turn on): estimular, motivar

turn off (to turn off): desmotivar

Ready?

Now read the questions on the following page. Read them carefully before listening to the conversation.

David Peterson: Do schools kill creativity? That's one of the ideas we'll explore in a special conversation with Professor Mila Saunders, an internationally recognized expert on creativity and education innovation. Professor Saunders has worked with governments and cultural organizations to make creativity a more integral part of education.

[Now listen to the conversation.]

QUESTIONS

Choose the best answer according to the recording. Only ONE answer is correct.

[2 points: 0.25 points for each correct answer. Wrong answers will be penalized by deducting 0.08 points. There is no penalty for unanswered questions.]

Look at number 0 as an example.

0. Dr Mila Saunders has worked for
 - ☐ governments and educational departments.
 - ☐ multinational enterprises.
 - ☐ TV creative programmes.
 - ☒ governments and cultural organizations.
1. What memories do both the interviewer and Dr Saunders have about school when they were young?
 - ☐ Both of them liked everything they did at school.
 - ☐ Neither of them can recall much of their school memories anymore.
 - ☐ They both disliked everything they did at school.
 - ☐ Both of them feel some of the things they did were good but not all.
2. As a young teacher, Dr Saunders noticed that
 - ☐ some students had little interest in learning.
 - ☐ most students were never given due attention.
 - ☐ some clever students thought they were not good.
 - ☐ only clever students were taught properly.
3. How did Professor Saunders' interest in education arise?
 - ☐ She had always planned to become a teacher.
 - ☐ It was through her interest in the school theatre.
 - ☐ She loved acting, and teaching was very similar.
 - ☐ When she was not accepted as a theatre director.
4. Why did Dr Saunders leave her post as Arts and Education professor?
 - ☐ Because she was fed up with education and university.
 - ☐ Because she was no longer interested in teaching her pupils.
 - ☐ Because she lost her job and looked for another place.
 - ☐ Because she wanted a change in her career.
5. What did Gillian Lynn do when she was left alone in the doctor's office?
 - ☐ She started fidgeting and moving around.
 - ☐ She remained still, looking out of the window.
 - ☐ She sat at the doctor's table doing nothing.
 - ☐ She started moving to the sound of music.
6. According to the conversation, what is Dr Saunders most worried about?
 - ☐ The challenging jobs teachers and principals have.
 - ☐ Teachers and principals who criticize the school system.
 - ☐ The students who do not want to be educated.
 - ☐ The number of kids who leave school between 9th and 12th grade.
7. Which of the following statements is NOT TRUE about Dr Saunders' views on education?
 - ☐ Students should be given more standardized tests.
 - ☐ The problem is not in the children, but the system.
 - ☐ School should be more motivating for students and teachers alike.
 - ☐ The educational system is badly organized.
8. According to Dr Saunders, who can encourage the students' creative capacity?
 - ☐ Good teachers who motivate the students' talents.
 - ☐ Only the most talented and motivated teachers.
 - ☐ Those who can plan the school of the future.
 - ☐ Teachers who can invest more time educating them.

Espai per al corrector/a		
Correcta	Incorrecta	No contestada
☐	☐	☐
☐	☐	☐
☐	☐	☐
☐	☐	☐
☐	☐	☐
☐	☐	☐
☐	☐	☐
☐	☐	☐
☐	☐	☐
Correctes	Incorrectes	No contestades
☐	☐	☐

Recompte de les respostes

Nota de comprensió oral

Etiqueta del corrector/a

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Etiqueta identificadora de l'alumne/a

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Institut
d'Estudis
Catalans

L'Institut d'Estudis Catalans ha tingut cura de la correcció lingüística i de l'edició d'aquesta prova d'accés



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