

Modèle CCYC : ©DNE

Nom de famille (naissance) :


(Suivi s'il y a lieu, du nom d'usage)

Prénom(s) :

N° candidat :  N° d'inscription :

(Les numéros figurent sur la convocation.)

Né(e) le :  /  /



1.1

## ÉVALUATION

**CLASSE :** Terminale

**VOIE :**  Générale  Technologique  Toutes voies (LV)

**ENSEIGNEMENT :** ANGLAIS

**DURÉE DE L'ÉVALUATION :** 1h30

Niveaux visés (LV) : LVA **B2** LVB **B1**

**CALCULATRICE AUTORISÉE :**  Oui  Non

**DICTIONNAIRE AUTORISÉ :**  Oui  Non

Ce sujet contient des parties à rendre par le candidat avec sa copie. De ce fait, il ne peut être dupliqué et doit être imprimé pour chaque candidat afin d'assurer ensuite sa bonne numérisation.

Ce sujet intègre des éléments en couleur. S'il est choisi par l'équipe pédagogique, il est nécessaire que chaque élève dispose d'une impression en couleur.

Ce sujet contient des pièces jointes de type audio ou vidéo qu'il faudra télécharger et jouer le jour de l'épreuve.

**Nombre total de pages : 5**



## ANGLAIS – ÉVALUATION

### Compréhension de l'oral, de l'écrit et expression écrite

L'ensemble du sujet porte sur l'axe 1 du programme : **Identités et échanges**.

Il s'organise en trois parties :

1. Compréhension de l'oral
2. Compréhension de l'écrit
3. Expression écrite

Afin de respecter l'anonymat de votre copie, vous ne devez pas signer votre composition, ni citer votre nom, celui d'un camarade ou celui de votre établissement.

Vous disposez tout d'abord de **cinq minutes** pour prendre connaissance de **la composition** de l'ensemble du dossier et des **consignes** qui vous sont données.

Vous allez entendre trois fois le document de la partie 1 (compréhension de l'oral).

Les écoutes seront espacées d'une minute.

Vous pouvez prendre des notes pendant les écoutes.

À l'issue de la troisième écoute, vous organiserez votre temps (**1h30**) comme vous le souhaitez pour rendre compte **en français** du document oral et pour traiter **en anglais** la compréhension de l'écrit (partie 2) et le sujet d'expression écrite (partie 3).

### Les documents

#### Document vidéo

**Titre** : *Does a gap year hurt or help college students?*

**Source** : WXYZ-TV Detroit | Channel 7, <https://www.wxyz.com>, March 26, 2018

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## Texte

### Is it better to save a gap year until you graduate?

Taking a gap year after your A-levels has gone out of fashion. It could be down to bad PR<sup>(1)</sup>, now that voluntarism schemes are widely considered self-serving. And then of course there's the cost, which many students are avoiding in favour of microgapping for a month or two. "A lot of my friends take the mick out of me saying, 'Oh, you went to Cambodia on a gap year,'" says Beth Adams, 21, who studied politics and international relations at the University of Manchester, and took a year out after graduating. "You do feel like you're fulfilling a stereotype a bit."

According to UCAS<sup>(2)</sup>, the number of people deferring their uni places has gone down from 8% in 2002 to around 5% last year. Instead, many graduates are taking a year out after their degrees. According to a survey carried out by YouGov and London Stansted airport, more young people are taking a gap year after university, and almost half of UK adults believe job prospects are enhanced by combining travel and learning. Indeed, organisations such as Year Here are even aimed at older professionals wanting to volunteer in the UK. So is it better to save your gap year until after graduating?

"Definitely," says Mathilda Frampton, 22, who graduated last year and has done a series of internships<sup>(3)</sup> in film and theatre alongside a paid childcare job. "When you've been in education for all those years, where your life is September to July, a break is a good idea. I've had time to figure things out and a year of being able to work on different projects. As a result, I've just got a job in the film industry."

Although some take a gap year after university because they have a job lined up and managed to delay their start date, most are yet to secure work and are biding their time. It's a common misconception that those who don't secure work straight out of university immediately go abroad to volunteer or travel. "In reality, students don't have the funds to do this," says Becky Kells, editor of *AllAboutSchoolLeavers*. "Many gap years are now UK-based, consisting of back-to-back internships and part-time work."

For those who do go abroad, a gap-year stint volunteering is no longer merely a way for middle-class kids to boost their CVs. Graduates say they are making more considered choices. "As part of my degree I had done lots of studying about postcolonialism and the white saviour complex, and I was very conscious I didn't want to do that," says Adams, who volunteered with the International Citizen Service on a



programme part-funded by the government, in a team consisting of both local and British people. “When I was 16, I went on a school trip to Swaziland and everyone took lots of photos with kids in that village. Looking back, that seems quite problematic. This  
35 time, I know I’ve done something that will be worthwhile and wasn’t damaging.”

Adams adds that the practical experience of working abroad helped her apply for a master’s, which was something she didn’t have time to do during her finals.

Graduates are also using gap years to explore different career routes. According to recruitment firm Tempo, more than half (53%) of students feel there is too much emphasis  
40 placed on graduate schemes when starting out in their career. [...]

Although graduates can bring great skills to volunteering and enhance their employability, there are some risks attached. “You are delaying your career or further study for a year and some employers may not get why you’ve done it,” says Manuel Souto-Otero, a senior lecturer in social sciences at Cardiff University who specialises  
45 in the link between education and work. His advice is not to stand still. “It makes sense to work out what to do, and one of the best ways to find out what to do is to try it out.”

Tess Reidy, *The Guardian*, 25 July 2019

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(1) *PR: public relations*

(2) *UCAS: Universities and Colleges Admissions Service (équivalent Parcoursup)*

(3) *internship: the position of a student or trainee who works in an organization, sometimes without pay, in order to gain work experience or satisfy requirements for a qualification*

### 1. Compréhension de l’oral (10 points)

En rendant compte, **en français**, du document, vous montrerez que vous avez identifié et compris :

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RÉPUBLIQUE FRANÇAISE

1.1

- la nature et le thème principal du document ;
- la situation, les informations ;
- les personnes, leur fonction ou leur rôle et, le cas échéant, leurs points de vue et la tonalité (comique, ironique, lyrique, polémique, etc.) de leurs propos ;
- les éventuels éléments implicites ;
- le but, la fonction du document (relater, informer, convaincre, critiquer, dénoncer, divertir, etc.).

### 2. Compréhension de l'écrit (10 points)

Give an account of the text, **in English** and in your own words.

### 3. Expression écrite (10 points)

Vous traiterez, **en anglais** et en **120 mots** au moins, l'**un** des deux sujets suivants, au choix.

#### Sujet A

Your British friend Emily has a choice between

a month visiting  
different European countries

or

a volunteering construction project  
in Asia

Write an email to her to explain which option you think is better. Justify your opinion.

#### Sujet B

Discuss the following quotation: "To travel is to take a journey into yourself."

Danny Kaye, American actor, singer, dancer (1933-1997)