

Modèle CCYC : ©DNE

Nom de famille (naissance) :

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

Prénom(s) :

N° candidat :

N° d'inscription :



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RÉPUBLIQUE FRANÇAISE

Né(e) le :

(Les numéros figurent sur la convocation.)

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 : 6



ANGLAIS – ÉVALUATION

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

L'ensemble du sujet porte sur l'**axe 8** du programme : **Territoire et mémoire**

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 : *Police launch investigation after anti-racism protesters topple statue of slave trader*

Source : ITV News, 8 June 2020

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1.1

Texte 1

The statues were toppled. What happens to them now?

As statues fall around the world in symbolic revolt against the histories of slavery and colonialism, city and town leaders, museum officials and historians faced with these toppled monuments are asking, Now what?

Should they be cleaned up and moved into the safety of a museum? Should their scars be kept or cleaned off? Or should we make new artworks out of them?

The answers to these questions will have implications for how future generations remember both the history the statues were designed to represent and this current moment. [...]

The British artist Hew Locke has for decades been calling for colonial-era statues to be augmented in ways that call attention to their problematic histories. In his series "Natives and Colonials," he proposed painting statues of Oliver Cromwell and Captain Cook in bright colors, and in another, "Patriots," he designed gaudy ornamentation to drape over statues of Colston and Christopher Columbus. But everything he's "done" to the sculptures so far has been fantasy: The alterations only exist in his artworks.

"For years, I've been of the mind that we need to keep these things but we need to talk about them," he said in an interview. "If you remove them, they're gone and there's nothing to talk about." But now that they've been vandalized and dethroned, he'd like to see them displayed on their sides, he said, with all their new markings visible.

"The paint shouldn't be removed to elevate the statues to perfect museums objects," he said. "They should be covered in paint, with burn marks, because that's part of their history now."

Mr. Locke added that he also liked the idea of melting the bronze statues down and turning them into commemorative coins that could be distributed to the residents of the town or city where the statue once stood.

Nina Siegal, *The New York Times*, June 15, 2020



Texte 2

Statue-toppling, right and wrong

Some monuments need to come down. But the verdict should be rendered by people acting through their government, not by vandals taking matters into their own hands.

5 Not for the first time, the statue of Christopher Columbus on Boston's North End waterfront was badly vandalized Tuesday night: its head was knocked to the ground.

In the past, the statue has always been repaired and restored, but this time the vandals will get their way. Mayor Marty Walsh told reporters on Wednesday that the damaged monument will be removed indefinitely, so that, "given the conversations that we're having right now," officials can "take time to assess the historic meaning of the statue." I'm guessing the statue won't be coming back.

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A second Columbus statue was attacked Tuesday night: The one in Richmond, Va., was spattered with paint, pulled off its pedestal, set on fire with an American flag, and dumped in a lake. On Wednesday, American Indian activists in St. Paul, Minn., toppled a third statue of Columbus. [...]

15 There are two issues here to contend with.

One ought to be straightforward: The disposition of public art and public spaces should not be settled by mob action. The wanton and malicious destruction of public property is a crime, and not prosecuting serious vandalism is tantamount to inviting more of it. The case for getting rid of a statue may be entirely compelling, but the issue shouldn't be decided by the impulse of an angry crowd. Militant activism is a dangerous substitute for the democratic process, and almost inevitably goes too far.

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But the deeper issue — when is it appropriate to purge statues and monuments that people find offensive? — is less clear-cut.

Plainly there will be instances where the case for removing a statue or other form of public acclaim (such as the name of a street or building) is compelling; there will be other instances where the case for not doing so is equally irresistible. [...] Good examples of the latter are the statues of Lincoln, Churchill, and Gandhi, who — however unenlightened some of their racial views by 21st-century standards — were towering figures of extraordinary importance who indisputably changed the world for the better.

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Jeff Jacoby, *Boston Globe* Columnist, updated June 12, 2020

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1. Compréhension de l'oral (10 points)

Vous rendrez compte, **en français**, de ce que vous avez compris du document.

2. Compréhension de l'écrit (10 points)

a- Compréhension du texte 1

Give an account of text 1, **in English** and in your own words, defining its nature, summarizing what it is about and explaining what Hewe Locke's position on toppled statues is and why.

b- Compréhension du texte 2

Give an account of text 2, **in English** and in your own words, defining its nature, summarizing what it is about, accounting for Jeff Jacoby's position on vandalized statues and explaining the reasons why it is difficult to reach an agreement according to him.

c- Compréhension des deux textes

After your accounts of texts 1 and 2, say what similarities and differences these texts present.

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

React, in a blog post, to the removal of the new sculpture (see below) by the Bristol City Council.



A new sculpture, by local artist Marc Quinn, of Black Lives Matter protestor Jen Reid stands on the plinth where the Edward Colston statue used to stand, on July 15, 2020 in Bristol, England. On July 16, 2020, the Bristol City Council removed the statue of Reid.

Sujet B

Remembering is not the same as celebrating. Discuss.