

**Nom de famille** (*naissance*) :  
*(Suivi s'il y a lieu, du nom d'usage)*

**Prénom(s) :**

\_\_\_\_\_

N° candidat :

**N° d'inscription :**

Three empty rectangular boxes arranged horizontally, likely for input fields or text entries.



(Les numéros figurent sur la convocation.)

1.1

# **ÉVALUATION**

## **CLASSE : Terminale**

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

## **ENSEIGNEMENT : ANGLAIS**

**DURÉE DE L'ÉPREUVE : 1h30**

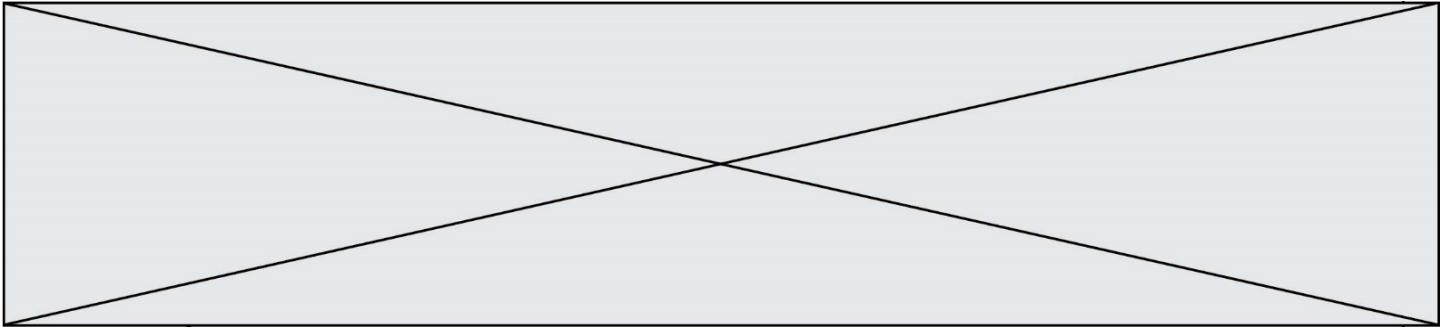
Niveaux visés (LV) : LVA B2 LVB B1

**CALCULATRICE AUTORISÉE :**  Oui  Non

**DICTIONNAIRE AUTORISE :**  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**



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

L'ensemble du sujet porte sur **l'axe 3** du programme : **Art et pouvoir**.

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 : Painting the town: Philly's artful murals**

**Source :** CBS News, July 24, 2016

- **Texte**

## A school's mural removal: should kids be shielded from brutal US history?

*Every day at a San Francisco high school, students pass artwork depicting slavery and violence against Native Americans*

Depending on whom you ask, a 1,600-sq-ft art installation at George Washington high school in San Francisco is either an unflinching look at American history, a stark depiction of violence against oppressed minorities – or both.

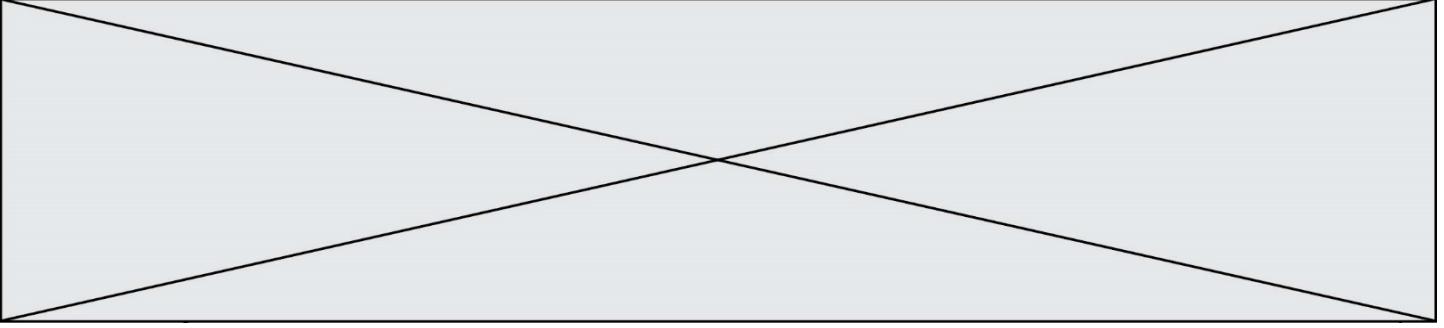
In New Deal-era murals spanning the staircase and lobby, the Russian emigre Victor Arnautoff depicted Washington in 13 scenes. Two in particular have generated student complaints for more than 50 years, and in April, an ad hoc committee recommended that the artwork be archived and removed.

10 In one, the statesman stands over a map of a young America while pointing westward; at the end of his arm, four white settlers with rifles rendered in monochrome walk over the full-color body of a deceased Indian whose face is turned away from the viewer. At the dead man's feet, another Native American, wearing a headdress, sits at a campfire and shares a pipe with another armed white man.

15 On the opposite wall, the owner of the plantation at Mount Vernon confers with a white man who gestures at some of Washington's slave laborers: a shoeless black man shucking corn, three stooped, faceless black women in the far distance picking cotton and another black man who hammers wood for a group of white men manufacturing barrels.

20 In a statement following the committee decision, the San Francisco unified school district said: "The majority of the group expressed that the main reason to keep the mural up at the school is focused on the legacy of the artist, rather than experience of the students." [...]

Set atop a rise in a residential district that offers views of the downtown skyline, George Washington high school was built in 1936. The experience of walking into the streamline moderne-style building's main entrance hasn't changed in 83 years: after



pulling open doors watched over by bas-relief sculptures of Edison, Shakespeare and Washington, students climb stairs flanked by the murals.

When the frescos were unveiled in June 1936, *the San Francisco Chronicle* gave  
30 its unqualified approval: "Arnautoff goes back to the facts of colonial days, with all their conflict, idealism and fierce reality," the art critic reported.

Since then, things have changed. The city is riven by economic inequality and racial segregation – but laws and cultural traditions have carved out systems and spaces where minority groups can usually be heard from, if not always listened to.

35 Although he believes Arnautoff meant to demythologize Washington, Max Bormann, a senior at the school, said it was time to remove the murals. "The intention matters, but the way it's shown reflects poorly," Bormann, 18, said. "If you looked at it and you didn't know the history of the work, you just see white people owning people and enslaving people without any of the idea that this was the real history." [...]

40 Gray Brechin, however, wants to save the murals. The author and historian founded the Living New Deal, a not-for-profit that seeks to preserve art and public works created by the Works Progress Administration. He teamed with the Washington high school alumni association, the only member of the 11-member working group that voted to preserve Life of Washington.

45 Because the recommendation to archive and remove the artwork could be used as a template for addressing other controversial art, Brechin said, he fears that all New Deal murals are vulnerable. [...]

Adapted from *The Guardian*, May 20, 2019

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N° d'inscription :	
 Liberté • Égalité • Fraternité RÉPUBLIQUE FRANÇAISE	

1.1

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

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

- la nature et le thème principal du document ;
- la situation, les événements, les informations ;
- les personnes, leurs points de vue et la tonalité (comique, ironique, lyrique, polémique, etc.) de leurs propos ;
- 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

You are a student at San Francisco High school.

Write an article for the school newspaper in order to give your point of view on the removal of the school's mural.

### Sujet B

To what extent can murals be a counterpower? Discuss and justify your point.