

Modèle CCYC : ©DNE

Nom de famille (naissance) :

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

Prénom(s) :

N° candidat :

N° d'inscription :



Liberté • Égalité • Fraternité  
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'ÉPREUVE** : 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

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

L'ensemble du sujet porte sur l'axe 7 du programme : **Diversité et inclusion.**

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 :** *Raising boys as society redefines masculinity*

**Source :** *CBS News This Morning*, 12 September 2019

- Texte

### Emma Watson changed the way I'm raising my sons - here's how

[...] Feminism and I had never really hit it off<sup>1</sup>. I'd spent most of my twenties working as a freelance writer; writing about things such as travel and careers.

My perception was that feminists were divisive. They seemed to me mostly about pointing out what was wrong with men.

5 I like men. I've always liked men, and I didn't ever feel that I had suffered because I was a woman.

10 Then, four years ago, I had my first child - a son we called Bear. And I started thinking about what kind of boy he would grow up to be; what kind of husband he might make. What kind of role model was I being for him? What was he learning about women?

15 In September 2014, my husband's new job meant we had to move on-site to a school farm. The opportunities for Bear to be outside with his dad increased a hundred-fold. He began helping with [...] feeding, and fixing things; with very exciting, very noisy, machines. I, meanwhile, got on with the job of growing a little brother for him, and watching, and tearily re-watching, Emma Watson's UN speech. She didn't just talk about what women have suffered through gender inequality, but what men have lost too. She asked, "How can we affect change in the world when only half of it is invited, or feels welcome, to participate in the conversation?"

20 All of a sudden, feminism wasn't about putting men down. It was an invitation, an honest admittance that we can't do this alone; in the fight for equality, we need men's help. Just as they have needed, and continue to need, our help in the success and happiness of their lives.

<sup>1</sup> **to hit it off** (slang) = to get along well.



25 All this, of course, is just a matter of my own perception. Feminism didn't suddenly transform with Emma Watson's speech, but the way it was viewed did, massively. It was inclusive, kind, inspiring, something I wanted to be part of. In the months that followed, and after the birth of our second boy Raffy, Watson's speech made me take a long, hard look at myself.

30 Bear had begun saying things like 'that's a boy's job' and 'girls can't do that' - purely because that's what his experience was. So I started getting out on the farm and doing the hard, dirty, uncomfortable jobs myself.

35 I helped bring the sheep in, in the rain. I carried lambs, fed pigs, attempted to drive the quad bike and tractor. At times I was cold, bored, tired, and would have much rather been indoors reading magazines, or cooking the dinner. But I shut up about it, keen that my little boys saw someone helpful and competent, rather than whiny<sup>2</sup> and useless. [...] Because sometimes it's important to shut up. To stop complaining that the world isn't exactly as we would like it and do something about it instead. And for me, as a mum, the most important thing I can do is raise sons who not only love women but who enjoy being with them.

40 This little experiment of mine has been good for our family. Bear no longer says, as often, that girls can't do things. We spend more time together, and I've discovered the childhood joys of just being with animals, of coming into a nice warm house after hours spent in the freezing wind or rain. It's toughened me up and opened me up to nature and doing manual rather than 'thinking' work. I've also begun to share these experiences on a blog, mamasadirtyfeminist.com, which other mums have told me  
45 have inspired them to do the 'boy' jobs with their kids too.

Feminism is very much a two-way thing. It's fine to call out men when they're not behaving as they should, but we need to keep up our end of the bargain<sup>3</sup> too. We need to step up, show our kids that women are just as competent, just as fun, as men.

Helen McNutt, *The Telegraph*, September 20<sup>th</sup>, 2016

<sup>2</sup> **whiny** = an adjective that refers to someone who complains a lot.

<sup>3</sup> **to keep up [one's] end of the bargain** = to do what one is supposed to do as part of a deal or contract.



### 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, leur fonction ou leur rôle et, le cas échéant, leurs points de vue ;
- les éventuels éléments implicites.

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

Give an account of the text, **in English**, and in your own words, taking into consideration the nature of the text, its topic and its purpose.

### 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

Have you ever suffered from or witnessed any form of discrimination based on a person's gender? Describe what happened and how you reacted.

- Sujet B

You are a girl interested in what many people call a "boy's job" / a boy interested in what many people call a "girl's job". Write an email to your best friend to tell him / her what this job is and explain why you think a person can be good at it regardless of their gender.