

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

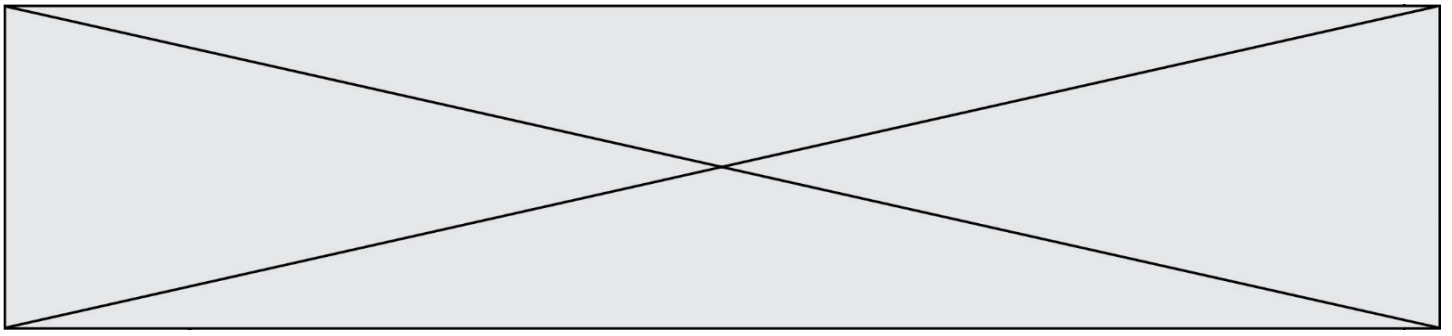
DICTIONNAIRE AUTORISÉ : ☐ Oui ☒ Non

☐ 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



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).

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1.1

Les documents :

- Document vidéo

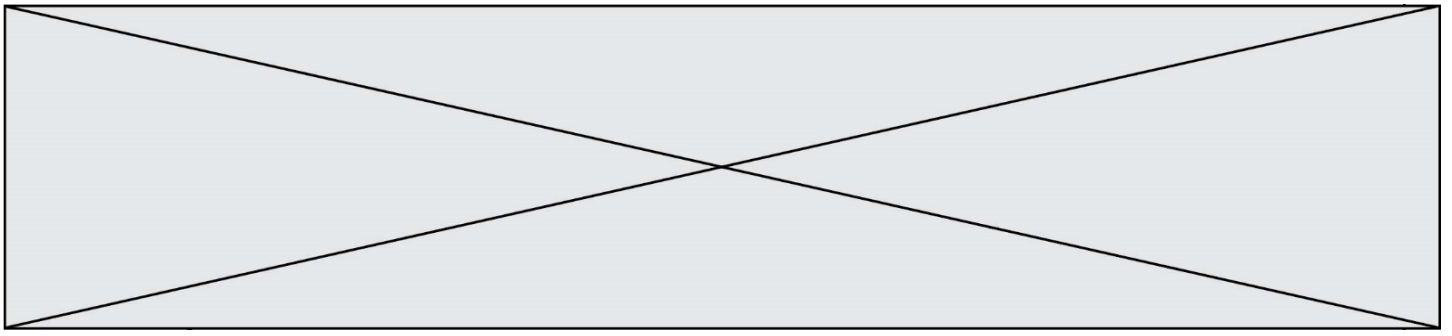
Titre : *New rules to boost diversity of Oscar nominees*

Source : *straitstimes.com*, 15th June 2020

- Texte 1

It was, as far as she could imagine, a perfect life in a perfect place. Everyone in Shaker Heights felt this. So when it became obvious that the outside world was less perfect—as *Brown v. Board* caused an uproar and riders in Montgomery boycotted buses and the Little Rock Nine made their way into school through a storm of slurs and spit—Shaker residents, including Caroline, took it upon themselves to be better than that. After all, were they not smarter, wiser, more thoughtful and forethoughtful, the wealthiest, the most enlightened? Was it not their duty to enlighten others? Didn't the elite have a responsibility to share their well-being with those less fortunate? Caroline's own mother had always raised her to think of those in needs: she had organized Christmastime toy drives, had been a member of the local Children's Guild, had even overseen the compilation of a Guild cookbook, with all proceeds benefiting charities, and contributed her own personal recipe for molasses cookies. When the troubles of the outside world made their presence felt in Shaker Heights—a bomb at the home of a black lawyer—the community felt obliged to show this was not the shaker way. A neighborhood association sprang up to encourage integration in a particularly Shaker Heights manner: loans to encourage white families to move into black neighborhoods, loans to encourage black families to move into white neighborhoods, regulations forbidding FOR SALE signs in order to prevent white flight—a law that would remain in effect for decades. Caroline by then a homeowner herself with a one-year old—a young Mrs. Richardson—joined the integration association immediately. Some years later she would drive five and a half hours, daughter in tow, to the great March on Washington, and Mrs. Richardson would forever remember that day, the sun forcing her eyes into a squint, the scrum of people pressed thigh to thigh, the hot fug of sweat rising from the crowd, the Washington Monument rising far off in the distance, like a spike stretching to pierce the clouds. [...] "Remember this moment Elena."

NG Celeste, *Little Fires Everywhere*, 2017



- **Texte 2**

The Invisible Segregation of Diverse Neighborhoods

Even in remarkably integrated towns, like mine, true equality remains elusive.

Today, segregation in America looks different than it did a generation ago. A multitude of studies show that neighborhood-level diversity is increasingly common and, correspondingly, that all-white neighborhoods aren't as prevalent. [...]

5 This change is a great thing, but we should be realistic about the limits of what it means. The word *integration* can conjure up images of racial harmony, interracial friendships, and classrooms as diverse as the neighborhood. But the reality is usually closer to what sociologist Derek Hyra calls "diversity segregation," or
10 microsegregation. Even in diverse neighborhoods, divisions of race and class still exert their power, and most studies of diverse neighborhoods, both long-established and currently gentrifying, show that cross-race relationships are often disappointingly limited.[...]

15 Although my neighborhood was majority-black for much of my life, most of my friends were white. The same held for most of my parents' friends. The kids I played with on my block were white. Diversity segregation of this kind manifested in other ways too. Mount Rainier is divided between single-family homes and the WWII-era brick garden apartment complexes that house two-thirds of the population. By the 1990s, these were overwhelmingly populated by people of color, while almost all of the white population lived in the single-family homes.

The Atlantic, July 24, 2017

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 (ou personnages), 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.).

