

Modèle CCYC : ©DNE	
Nom de famille (<i>naissance</i>) :	
(Suivi s'il y a lieu, du nom d'usage)	
Prénom(s) :	
N° candidat :	
(Les numéros figurent sur la convocation.)	
Né(e) le :	
N° d'inscription :	



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

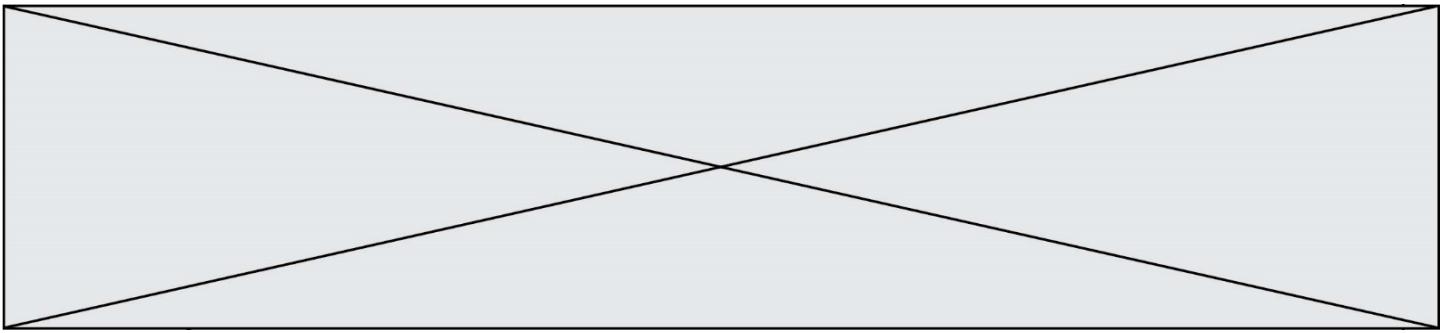
DICTIONNAIRE AUTORISÉ : Oui Non

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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RÉPUBLIQUE FRANÇAISE

1.1

Les documents :

- Document vidéo

Titre : *Women Empowered : Fashions From The Frontline*

Source : *Ithaca Week*, 20th February 2019

- Texte

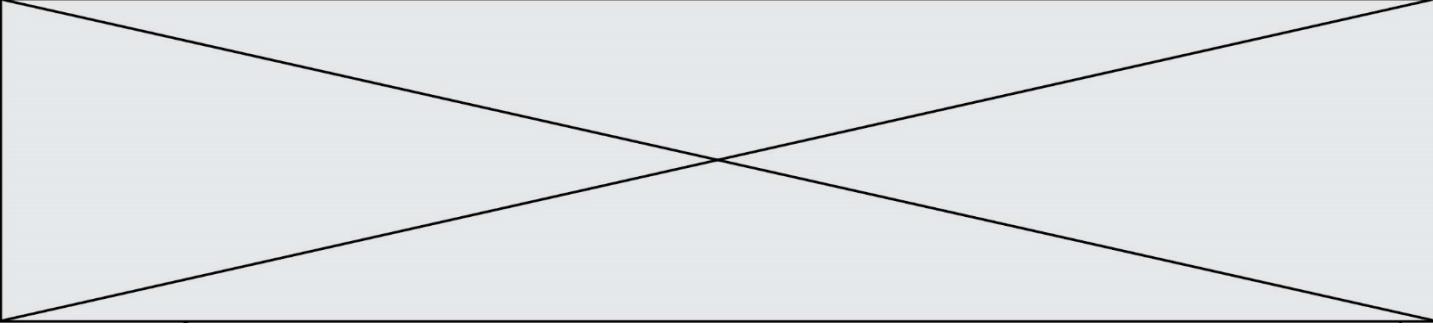
Pedaling the path to freedom

Although it seems very unlikely, bicycles had a revolutionary impact on the women's movement of the early 20th century. [...]

The first wave of the women's rights movement was well underway by the peak of the American bicycle craze in the 1890s. The bicycle, in many ways, came to embody the spirit of change and progress that the women's rights movement sought to engender. In 1895, Frances Willard, leader of the Women's Christian Temperance Movement, published a book entitled *A Wheel within a Wheel: How I learned to Ride the Bicycle*, which chronicled her quest to learn to ride the bicycle late in life to aid her deteriorating health. Although she died just three years later, Willard's reflections on bicycle riding encouraged others. She decried the cumbersome and restrictive fashions of the day and called for more sensible and practical fashion for female bicyclists. [...]

Women soon found that the traditional dress of corsets, bustles, and long voluminous skirts impeded the supposed ease of bicycle travel. As Willard foreshadowed, this prompted a change in women's fashion including lighter skirts, bloomers (sometimes known as divided skirts), or even trousers to allow for a less cumbersome ride. Bicycle riding came to embody the individuality women were working toward with the suffrage movement. It also gave women a mode of transportation and clothing that allowed for freedom of movement and of travel.

Bicycles came to symbolize the quintessential "New Woman" of the late 19th century. The Progressive Era was a time of great social and cultural change in the United States and the "New Woman" embodied this change. Images reflected many of the new opportunities for careers and education that were becoming available. The "New Woman" was deemed to be young, college educated, active in sports, interested in pursuing a career, and looking for a marriage based on equality. She was also almost always depicted on a bike.



In an 1895, at the age of 80, suffragist leader Elizabeth Cady Stanton claimed that “the bicycle will inspire women with more courage, self-respect, self-reliance...”

30 Stanton predicted the power of the bicycle in transforming the lives of women, realizing that the independence women were gaining because of this invention would allow for growth in other areas of their character. Having the ability to be fully self-reliant, often for the first time in their lives, would encourage women to be more courageous in other areas, such as demanding voting rights. [...]

35 Women today, especially in the developing world, are gaining this same feeling of freedom and self-reliance as the “New Woman.” Bicycles allow women an escape from sexual harassment too often encountered on public transportation and provide an inexpensive means of travel in countries where access to automobiles and public transportation are limited. Multiple aid organizations donate bicycles to women as a means of liberation and teach them the skills to fix their own bike so they do not have 40 to rely on men for help. Almost 200 years after its invention, bicycles continue to have a positive impact on women’s lives.

www.womenhistory.org

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.).

2. Compréhension de l'écrit (10 points)

Give an account of the text, **in English** and in your own words, focusing on the women's rights movement in the late 19th century and early 20th century and explaining the impact cycling had on women's emancipation at the time and its continuing impact today.

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

“Can fashion be a tool for emancipation?” Give your point of view.

Sujet B

As a journalist you are writing an article about a famous English-speaking woman - an artist, a sportswoman, an intellectual, a politician - that you admire.

Explain why she can be considered as a role model for women's emancipation.