

Modèle CCYC : ©DNE

Nom de famille *(naissance)* :

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

Prénom(s) :

N° candidat :

N° d'inscription :

(Les numéros figurent sur la convocation.)

Né(e) le :



1.1

ÉVALUATION

CLASSE : Première

VOIE : Générale Technologique Toutes voies (LV)

ENSEIGNEMENT : ANGLAIS

DURÉE DE L'ÉPREUVE : 1h30

Niveaux visés (LV) : LVA B1-B2 LVB A2-B1

CALCULATRICE AUTORISÉE : Oui Non

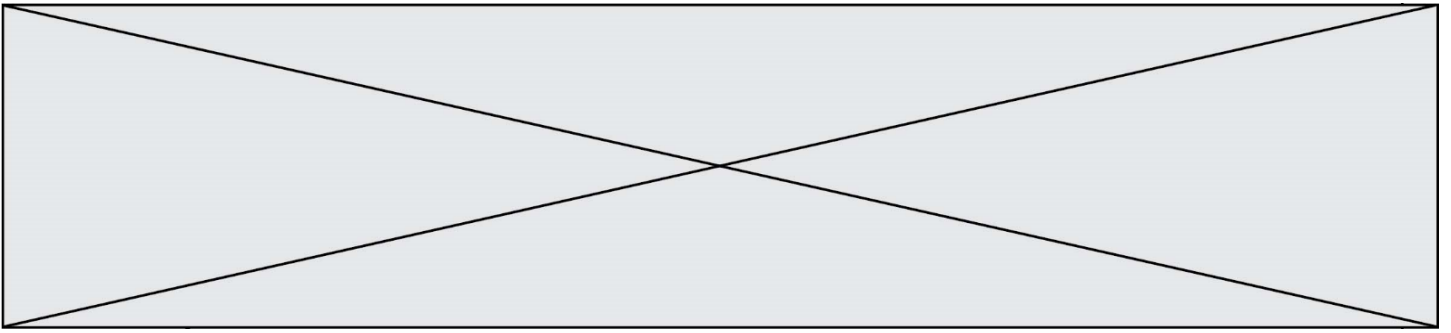
DICTIONNAIRE AUTORISÉ : Oui Non

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 : 4



Compréhension de l'écrit et expression écrite

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

Il s'organise en deux parties :

1. **Compréhension de l'écrit ;**
2. **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.

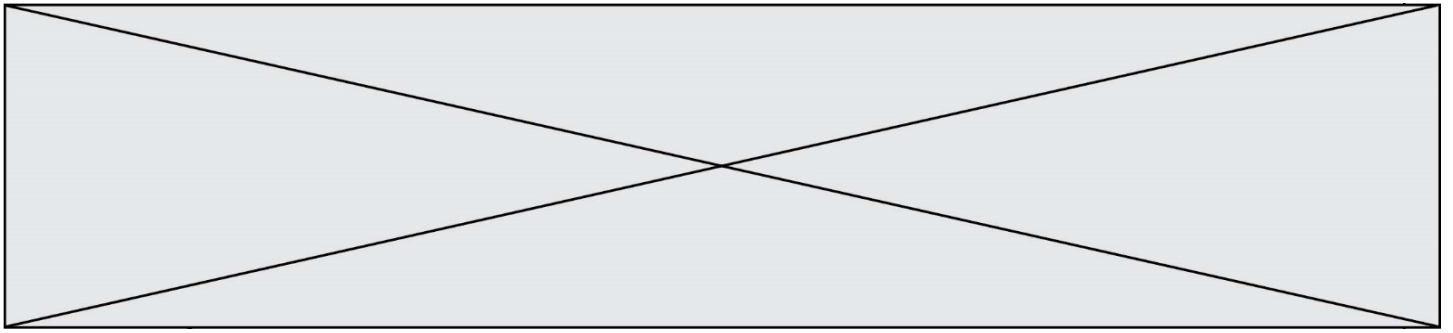
Texte :

In her memoirs, Fiona Hill – Harvard graduate and former White House Russia expert – relates how she managed to climb up the social ladder. In this extract, she remembers her teenage years.

It wasn't until the late 1970s, when I was fifteen, that I became aware that there was a working class and that I was in it.

I was on a school exchange to Tübingen, Germany, sponsored by the education authority of my regional government, Durham County Council. With only one
5 exception, the other students were not from my school or town. In our first encounters, many of them grilled me with a set of questions that would follow me from childhood to adulthood, all in the following order:

1. "So, where are you from, then?"
2. "What does your father do?" (there was no follow up about my mother), and
10 3. "What school do you go to?"



15 The questions seemed innocent at first, yet I quickly realized that they were anything but. They were not the opener for “a let’s get to know each other” conversation. This was a highly determinative trifecta of questions – the beginning of a socioeconomic class sorting exercise. Depending on how you answered, you could be either accepted or written off. Indeed, some of the kids on the exchange decided not to bother talking to me any further after learning where I was from, what my dad did, and where I went to school:

1. Bishop Auckland.
2. Coal miner, then a hospital porter.
- 20 3. Bishop Barrington Comprehensive School.

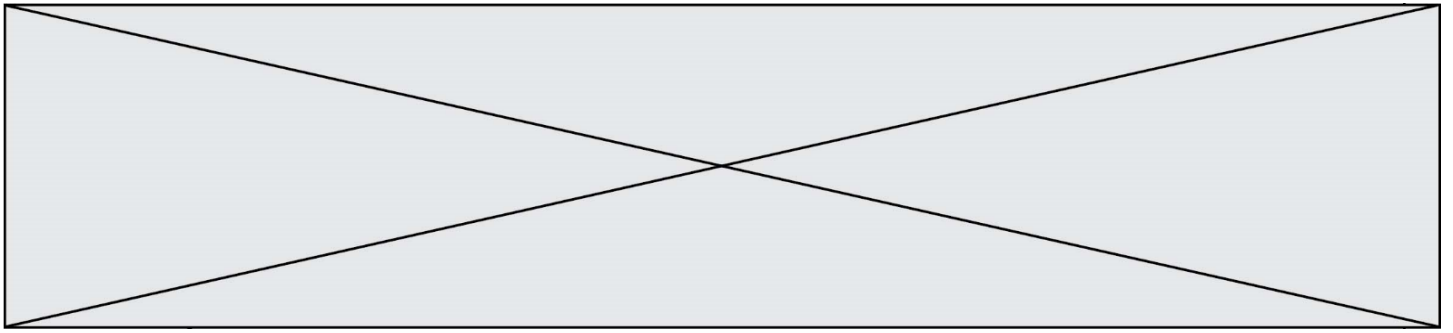
The kids who wrote me off surely assumed that our interactions would be fleeting. Based on the information I provided, we presumably would never meet again after that one trip to Germany. Why take the time to get to know me? I wasn’t “their sort.”

25 My first answer – Bishop Auckland, in County Durham, in the North East of England – demarcated my geographical space in the United Kingdom. The second and third answers delineated my place in society and the parameters of the social networks and opportunities available to me. All three of my answers, including my hometown, put me definitively in the blue-collar, working class.

30 The United Kingdom was, and still is in the twenty-first century an acutely class-based society. My father’s career, or really his job – the people I grew up with in Bishop Auckland had jobs not careers – as well as the kind of school I went to were supposed to chart the limits of what I might do with my life and how people would regard or judge me.

35 In the UK, the middle-class – at least as I came to understand it growing up – was the category accorded to white-collar workers, accountants, lawyers/solicitors, teachers, and those in similar professions. People in the middle class were the products of different schools – what used to be called grammar schools – as well as private schools and universities. [...]

40 The UK is in a league of its own when it comes to cataloguing and identifying the particulars of class. The upper class in the UK always knew exactly where they were. They needed no categorization. They were the hereditary aristocracy, the landed



45 gentry, people who were born into an exalted status. You would move in and out of the working and middle classes with some effort on the one hand or some misfortune on the other. Being propelled into the upper classes was an anomaly – perhaps the result of a lucky marriage. Even if your family fortunes took a turn for the worst, the most impecunious earl or duke or his offspring remained firmly part of the upper class.

Fiona Hill, *There Is Nothing For You Here: Finding Opportunities in the Twenty-First Century*, 2021.

1. Compréhension de l'écrit (10 points)

Give an account of the document, in your own words and **in English**.

- Focus on the one hand on Fiona Hill's experience as a teenager and on the other hand on her analysis of British society as an adult.
- Explain in which way this text illustrates the theme "diversity and inclusion".

2. Expression écrite (10 points)

Vous traiterez **en anglais**, et en 120 mots minimum, **l'un des deux sujets suivants au choix** :

Sujet A

Write about how things children and teenagers do at school, like going on trips, seeing plays, or reading books, can help them move up in society. Explain how these experiences might open up new opportunities and make a difference in their lives.

Sujet B

Write an article about the importance of inclusivity in the workplace, focusing on how employers can create an environment that embraces diversity and provides equal opportunities for career growth.