

# PREMIÈRE

## Enseignement Commun


### Évaluations Communes



**SUJET**

**2019 • 2020**

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

1.1

## Évaluation Commune

**CLASSE :** Première

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

**ENSEIGNEMENT :** anglais

**DURÉE DE L'ÉPREUVE :** 1h30

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

Axes de programme : Axe 8

**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

L'ensemble du sujet porte sur l'axe 8 du programme : **Territoire et mémoire.**

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, citer votre nom, celui d'un camarade ou celui de votre établissement.*

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

### Document A

#### **“We choose to go to the Moon”**

We set sail on this new sea because there is new knowledge to be gained, and new rights to be won, and they must be won and used for the progress of all people. For space science, like nuclear science and all technology, has no conscience of its own. Whether it will become a force for good or ill depends on man, and only if the  
5 United States occupies a position of pre-eminence can we help decide whether this new ocean will be a sea of peace or a new terrifying theater of war. [...]

There is no strife<sup>1</sup>, no prejudice, no national conflict in outer space as yet. Its hazards are hostile to us all. Its conquest deserves the best of all mankind, and its opportunity for peaceful cooperation may never come again. [...]

10 We choose to go to the Moon! We choose to go to the Moon... We choose to go to the Moon in this decade and do the other things, not because they are easy, but because they are hard; because that goal will serve to organize and measure the best of our energies and skills, because that challenge is one that we are willing to accept, one we are unwilling to postpone, and one we intend to win, and the others,  
15 too.

Extract from President John F. Kennedy's "Address on the Nation's Space Effort",  
Rice University, Texas, September 12, 1962

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<sup>1</sup> Strife: discord, fighting.

## Document B

### “A thrill ran through me”: your memories of the Apollo 11 moon landing

*Readers share their memories of a life-changing shared experience, including relics and photographs from 1969.*

5 I watched ghostly black and white images on the TV in my parents' sitting room, with Patrick Moore talking us through things. My father went to bed leaving strict instructions he should be woken when the astronauts emerged. In between the landing and them stepping onto the surface I went outside: the moon was shining brightly and though I couldn't see, I knew the rocket was safely up there. It was the most important, exciting, momentous event of our generation.

10 We watched breathless as Armstrong climbed down the ladder. We all cried! Somehow, we thought landing on the moon would make the world a better place.

*(Marlene Fenton, Lancashire)*

15 It was just before the summer holidays of my last year at primary school when the astronauts set off for the moon, and I remember the whole school being marched into the assembly hall to pray for their safe return. We were asked to remember the astronauts' children, who were “just like us”.

20 I was so affected by the thought that while Armstrong and Buzz Aldrin were on the moon, Michael Collins was all alone in the command module in the dark and the silence. I thought of him on the dark side and, having been nervous about changing schools, made up my mind that if he was brave enough to do that, I would be fine taking the bus by myself.

On the morning they landed, my dad woke me up at 3.30am. He held my hand and told me that all people on Earth were making history – I could feel the enormity.

*(Debbie Brook, Surrey)*

*The Guardian (extract), 19 July 2019*

Answer the following questions **in English**, using your own words:

- What common theme do these two documents share?
- What is similar and what is different in their perspectives?
- Marlene Fenton (document B) explains that people in 1969 thought that “landing on the moon would make the world a better place” (l. 11). Find elements in both documents (A and B) to explain that.
- In what ways are the memories of the two interviewees in document B similar? In what respects do they differ?

## 2. Expression écrite (10 points)

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

### Sujet A

Write about a place or event that has special significance in your memory.

### Sujet B

In a recent interview, former space pioneer Michael Collins explained that after the Apollo 11 mission he and the other astronauts were invited to go on a tour of the world. He recalled that wherever they went people said, "We, we did it. We, you and me, the inhabitants of this beautiful Earth, we did it."

Write a short essay to explain how certain events become part of collective memory. Illustrate your arguments with examples.