

PREMIÈRE

Enseignement Commun


Évaluations Communes



SUJET

2019 • 2020

 www.freemaths.fr

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

1.1

ÉVALUATION COMMUNE
CLASSE : Première
VOIE : <input type="checkbox"/> Générale <input type="checkbox"/> Technologique <input checked="" type="checkbox"/> Toutes voies (LV)
ENSEIGNEMENT :
DURÉE DE L'ÉPREUVE : 1h30
Niveaux visés (LV) : LVA B1-B2 LVB A2-B1
Axes de programme :
CALCULATRICE AUTORISÉE : <input type="checkbox"/> Oui <input checked="" type="checkbox"/> Non
DICTIONNAIRE AUTORISÉ : <input type="checkbox"/> Oui <input checked="" type="checkbox"/> Non
 <input type="checkbox"/> 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.
<input type="checkbox"/> 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.
<input type="checkbox"/> 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

LANGUES VIVANTES : ANGLAIS

ÉVALUATION 2

Compréhension de l'écrit et expression écrite

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.

Text 1

This is the "Introduction" to the story of Molly, Doris Pilkington's mother, who, in 1931 at the age of fourteen and accompanied by her sister Daisy and cousin Gracie, escaped from an institution for Aboriginal children forcibly removed from their families.

The trek back home¹ to Jigalong in the north-west of Western Australia from the Moore River Native Settlement just north of Perth was not only a historical event, it was also one of the most incredible feats imaginable, undertaken by three Aboriginal girls in the 1930s.

- 5 The two surviving members of the trio, my mother and her sister Daisy, are now in their late sixties and seventies and are anxious for their story to be published before they die. They refer to their sister Grace in the interviews simply as "the sister we lose 'em in Geraldton" or "your aunty". This is the custom in traditional Aboriginal communities where the name of a person is never mentioned after their death. [...]
- 10 The task of reconstructing the trek home from the settlement has been both an exhausting and interesting experience. One needed to have a vivid imagination, the

¹ The distance of the trek is approximately 1,600 kilometres.

patience of many saints and the determination to succeed despite the odds. Molly, Daisy and Gracie were outside familiar territory so I found it necessary to become a ten-year-old girl again in order to draw on my own childhood memories of the countryside surrounding the settlement. In my mind I walked the same paths and called on my skills as a writer to describe the scenery and how it looked through their eyes. By combining my imagination and the information from records of geographical and botanical explorations undertaken in the area during the early 1900s and later, I was able to build a clearer picture of the vegetation and landscape through which the girls trekked.

There were so many other factors that had to be taken into consideration when telling their story. First, how was I going to reconstruct a landscape which had either changed considerably or disappeared completely? At the time of the event much of the terrain was uncleared virgin bush, a strange, scary wilderness to these three girls who came from the desert regions of Western Australia. In addition to this, there were no major highways linking the towns that were scattered in the country north-east of Perth. Molly, Gracie and Daisy passed through parts of the country that changed every 15 or 20 kilometres, with each change of scenery bringing more tension as food and sustenance became harder to procure. In my mind, I actually walked beside them, from the moment they left the girls' dormitory at the settlement all the way home to Jigalong.

Doris Pilkington (Nugi Garimara), *Follow the Rabbit-Proof Fence*, 1996

Text 2

Budj Bim Indigenous site added to world heritage list

A site in Victoria² that's older than the pyramids, the Acropolis and Stonehenge has been added to the world heritage list.

The Budj Bim Cultural Landscape in south-west Victoria became the first in Australia to receive world heritage protection solely for its Aboriginal cultural importance.

It was added to the Unesco world heritage list³ at a meeting in Baku, Azerbaijan on Saturday following a decades-long campaign by traditional owners, some of whom

² Victoria is a state in south-eastern Australia. Its state capital and largest city is Melbourne.

³ A list of sites chosen for their cultural and/or historical significance.

were present for the announcement.

“This is a very special day for our community. This landscape, which we have cared for over thousands of years, is so important to Gunditjmarra People,” elder Denise Lovett said in a statement.

“The decision also recognises Budj Bim’s significance to all of humanity. We are so proud to now be able to share our achievements and story with the world.”

The site was created about 6,600 years ago by the Gunditjmarra people and [...] features the remnants of about 300 round stone huts that are the only remaining permanent houses built by an indigenous community in Australia – challenging the common perception that all Aboriginal people were nomadic. [...]

Other Australian world heritage sites include the Great Barrier Reef, Kakadu national park and the Sydney Opera House.

Melissa Davey, www.theguardian.com, May 2019

1. Compréhension de l’écrit (10 points)

Give an account of the two texts **in English** and in your own words, taking into consideration their nature and the messages they communicate about Aboriginal history and culture.

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

Imagine you are Daisy (text 1). Write a letter to your niece Doris to thank her for telling your story. Explain how you felt when you read the book, how the book reflects your past experience and what it means for you today.

Sujet B

In your opinion, is it important for a place to be on the Unesco world heritage list? Why, or why not?