TRAINING !

BAC BLANC

ANGLAIS

TERMINALE GÉNÉRALE

ANGLAIS – ÉVALUATION 3

Compréhension de l'oral, de l'écrit et expression écrite

L'ensemble du sujet porte sur **l'axe 2** du programme : **espace privé et espace public**

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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Les documents

Document vidéo

Titre : *Schools of the Future*

Source : SHWgroup YouTube channel – August 16, 2011
https://www.youtube.com/watch?v=x28uXrwHNZE

Texte

Tablets out, imagination in: the schools that shun technology

In the heart of Silicon Valley is a nine-classroom school where employees of tech giants Google, Apple and Yahoo send their children. But despite its location in America's digital centre, there is not an iPad, smartphone or screen in sight.

Instead teachers at the Waldorf School of the Peninsula prefer a more hands-on, experiential approach to learning that contrasts sharply with the rush to fill classrooms with the latest electronic devices. The pedagogy emphasises the role of imagination in learning and takes a holistic approach that integrates the intellectual, practical and creative development of pupils.

But the fact that parents working for pioneering technology companies are questioning the value of computers in education begs the question – is the futuristic dream of high-tech classrooms really in the best interests of the next generation?

A global report by the Organisation for Economic Co-operation and Development (OECD) suggests education systems that have invested heavily in computers have seen "no noticeable improvement" in their results for reading, maths and science in the Programme for International Student Assessment (Pisa) tests. The OECD's education director, Andreas Schleicher says: "If you look at the best-performing education systems, such as those in East Asia, they've been very cautious about using technology in their classroom."

"Those students who use tablets and computers very often tend to do worse than those who use them moderately," he adds.

Other reports have raised concerns about the potentially negative impact of social media on young people, and the disruptive behaviour associated with use of mobile phones and tablets in the classroom is being examined in the UK.
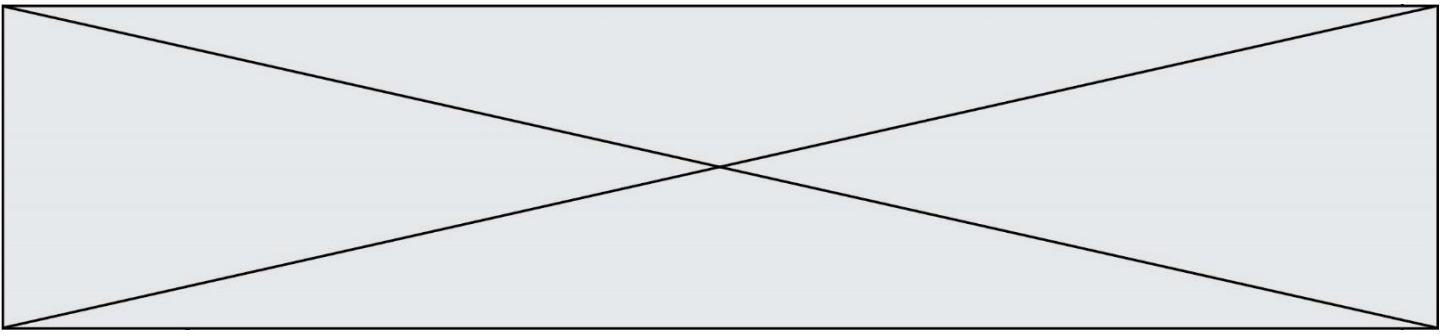
Beverly Amico, leader of outreach and development at the Association of Waldorf Schools of North America, explains that their approach uses "time-tested truths about how children learn best. [...] Lessons are delivered by a human being that not only cares about the child's education, but also about them as individuals," she says. "What do you remember as a child in the classroom? It is usually field trips, getting your hands dirty in a lab or a beautiful story. Those are the things that stay with you 50 years later."

Amico claims one of the reasons parents working in the digital industry are choosing a lo-tech, no-tech education for their children is that it teaches students the innovative thinking skills many employers desire. She adds that students weaned on technology often lack that ability to think outside the box and problem solve.

Sarah Thorne, head of the London Acorn school, also questions the assumption that limiting or removing the use of technology in class will have a negative impact on student's future employability.

Students under the age of 12 at the school in Morden, London, are banned from using smartphones and computers, and watching TV or films at all times, including during holidays. The school's ethos is of a "gradual integration" of electronic devices throughout the child's development with students allowed to watch television once they reach 12 years old and then only documentaries that have been previously vetted by parents. They cannot watch films until they are 14; the internet is banned completely for everyone under 16 – at home and at school; and computers are only to be used as part of the curriculum for over-14s.

It may sound draconian, but Thorne believes taking a more considered approach to the use of technology in class allows teachers to help students develop core skills such as executive decision making, creativity and concentration – all of which are far more important than the ability to swipe an iPad or fill in an Excel spreadsheet. [...]

Thorne claims feedback from students about the restrictions has been positive; younger pupils relish the opportunity to play and even teenagers who have transitioned from a mainstream school admit they are happier. […]

Matthew Jenkin, *The Guardian*, 2 December 2015

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1. Compréhension de l'oral (10 points)

Vous rendrez compte, **en français**, de ce que vous avez compris du document.

2. Compréhension de l'écrit et de l'ensemble du dossier (10 points)

Compréhension du texte

Give an account of the text, **in English** and in your own words, focusing on:

- the characteristics of the schools mentioned in terms of their teaching principles and methods,

- the OECD's findings.

Compréhension de l'ensemble du dossier (document vidéo et texte)

Consider the **two documents** and compare and contrast the visions of technology in the classroom.

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

You are doing an internship with an architectural firm in Seattle which is designing a new school. Write a memo suggesting some ideas about a design which re-imagines a modern approach to learning.

Sujet B

The Guardian is running a writing contest entitled "*My most memorable learning experience*". You are an 18-year-old Scottish teenager. Submit your story.