


Modèle CCYC : ©DNE Nom de famille (naissance) : <small>(Suivi s'il y a lieu, du nom d'usage)</small>	<div style="border: 1px solid black; height: 20px; width: 100%;"></div>
Prénom(s) :	<div style="border: 1px solid black; height: 20px; width: 100%;"></div>
N° candidat :	<div style="border: 1px solid black; height: 20px; width: 100%;"></div>
Né(e) le :	<div style="border: 1px solid black; height: 20px; width: 100%;"></div>
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(Les numéros figurent sur la convocation.)

1.1

ÉVALUATION
<p>CLASSE : Première</p> <p>VOIE : <input type="checkbox"/> Générale <input type="checkbox"/> Technologique <input checked="" type="checkbox"/> Toutes voies (LV)</p> <p>ENSEIGNEMENT :</p> <p>DURÉE DE L'ÉPREUVE : 1h30</p> <p>Niveaux visés (LV) : LVA B1-B2 LVB A2-B1</p> <p>Axes de programme :</p> <p>CALCULATRICE AUTORISÉE : <input type="checkbox"/> Oui <input checked="" type="checkbox"/> Non</p> <p>DICTIONNAIRE AUTORISÉ : <input type="checkbox"/> Oui <input checked="" type="checkbox"/> Non</p> <p><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.</p> <p><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.</p> <p><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.</p> <p>Nombre total de pages : 4</p>

LANGUES VIVANTES : ANGLAIS

ÉVALUATION

Compréhension de l'écrit et expression écrite

L'ensemble du 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, citer votre nom, celui d'un camarade ou celui de votre établissement.

Text 1

Claudia MacTeer, the narrator, is a nine-year-old black girl.

It had begun with Christmas and the gift of dolls. The big, the special, the loving gift was always a big, blue-eyed Baby Doll. From the clucking sounds of adults I knew that the doll represented what they thought was my fondest wish. I was bemused with the thing itself, and the way it looked. What was I supposed to do with it? Pretend I
5 was its mother? I had no interest in babies or the concept of motherhood. [...] I learned quickly, however, what I was expected to do with the doll: rock it, fabricate storied situations around it, even sleep with it. Picture books were full of little girls sleeping with their dolls. Raggedy Ann dolls usually, but they were out of the question. I was physically revolted by and secretly frightened of those round moronic eyes, the
10 pancake face, and orangeworms hair.

The other dolls, which were supposed to bring me great pleasure, succeeded in doing quite the opposite. [...] I had only one desire: to dismember it. To see of what it was made, to discover the dearness, to find the beauty, the desirability that had escaped me, but apparently only me. Adults, older girls, shops, magazines,
15 newspapers, window signs — all the world had agreed that a blue-eyed, yellow-haired, pink-skinned doll was what every girl child treasured. [...] I could not love it. But I could examine it to see what it was that all the world said was lovable. Break off the tiny fingers, bend the flat feet, loosen the hair, twist the head around, and the thing made one sound — a sound they said was the sweet and plaintive cry “Mama,” but which
20 sounded to me like the bleat of a dying lamb [...]. Remove the cold and stupid eyeball, it would bleat still, “Ahhhhhh,” take off the head, shake out the sawdust, crack the back against the brass bed rail, it would bleat still. [...]

25 Grown people frowned and fussed: "You-don't-know-how-to-take-care-of-
nothing.I-never-had-a-baby-doll-in-my-whole-life-and-used-to-cry-my-eyes-out-for-
them.Now-you-got-one-a-beautiful-one-and-you-tear-it-up-what's-the-matter-with-
you?" [...]
I destroyed white baby dolls.

Toni Morrison, *The Bluest Eye*, 1970

Text 2

Handmade Black Dolls Exhibit Offers Insight Into Past And Present

Nina and Naia Helms are in their playroom, in front of a tub of Barbie dolls. [...] Nina and Naia are of mixed race. Their mother is African American, their father is white. Nina pulls out a light-skinned black Barbie with short, closely cropped hair. It comes with wigs you can put on it, but she opts not to.

5 "I like her without the hair better," Nina said. "She kind of reminds me of my mom. When she has the hair off, she kind of has the same skin color as my mom and the same hair length."

Nikki Helms is the girls' mother. She and her husband, Nowell, have consciously purchased dolls of all colors for the girls.

10 "We try and choose dolls that represent the people in our house. [...] They need to see themselves reflected in the toys that they play with as well as their family," Nikki Helms said.

Today, the couple are able to find dolls of different ethnicities and colors. Ten years ago, it would have been harder — 100 years ago? Practically impossible. Back
15 then, if a person wanted a black doll that wasn't an offensive, caricatured version of blackness, it had to be homemade.

Examples of handmade black dolls, dating as far back as the mid-1800s, are on view at the Mingei International Museum in Balboa Park. [...] There are 125 dolls in the exhibit, both male and female. Some are dressed in fancy clothes, others in plain
20 dresses or work clothes. They were made with scraps of materials and cloth. [...]

"In the vast majority of cases, I think we can assume these are African American women who are making these dolls and probably making these dolls for family members," said Rebecca Plant, associate professor of history at University of California, San Diego. It's also fair to assume many of those women were slaves at the
25 time, or working for white families.

In some cases, though, the dolls could have been made by black women for the white children in their charge. Vintage photographs in the exhibit show white children holding black dolls, often lovingly. [...]

Angela Carone, www.kpbs.org, February 26, 2015

1. Compréhension de l'écrit (10 points)

Give an account, **in English** and in your own words, of text 1 and then of text 2.

In your **account of text 1**:

- identify the nature of the text,
- give the reasons why the narrator has a problem with dolls,
- say what the adults expect of the narrator,
- explain the reasons behind the statement "I had only one desire: to dismember it" (l. 12).

In your **account of text 2**:

- identify the nature of the text,
- present the Helms family and explain the parents' choices concerning their daughters' dolls,
- explain what is happening at the Mingei International Museum,
- comment on the last sentence (l. 28-29) "Vintage photographs in the exhibit show white children holding black dolls, often lovingly."

After your accounts of texts 1 and 2, compare and contrast the ways dolls are presented in the two texts.

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

Claudia, the young girl in text 1, wants to persuade a toy manufacturer to create a more diverse range of dolls. Write her letter.

Sujet B

Nikki Helms thinks that children "need to see themselves reflected in the toys that they play with" (text 2, lines 10-11). Do you agree with her? Justify.