Modèle CCYC : ©DNE Nom de famille (naissance) : (Suivi s'il y a lieu, du nom d'usage)																		
Prénom(s) :																		
N° candidat :										]	N° o	d'ins	scrip	otio	n :			
	(Les nu	uméros	figure	ent sur	la con	vocati	on.)		_	-							•	
Liberté · Égalité · Fraternité RÉPUBLIQUE FRANÇAISE NÉ(e) le :			/			]/												1.1

ÉVALUATION									
CLASSE : Première									
VOIE :   Générale  Technologique X Toutes voies (LV)									
ENSEIGNEMENT : ANGLAIS									
DURÉE DE L'ÉPREUVE : 1h30									
Niveaux visés (LV) : LVA B1-B2 LVB A2-B1									
CALCULATRICE AUTORISÉE : Oui x Non									
DICTIONNAIRE AUTORISÉ : Oui x 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 2 du programme : Espace privé et espace public.

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

5

# This is an extract from the first known slave narrative by a young black woman in the 1850s

It may be that I assume to[o] much responsibility in attempting to write these pages. The world will probably say so, and I am aware of my deficiencies. I am neither clever, nor learned, nor talented. When a child they used to scold and find fault with me because they said I was dull and stupid. Perhaps under other circumstances and with more encouragement I might have appeared better; for I was shy and reserved and scarce dared open my lips to any one. I had none of that quickness and animation which are so much admired in children, but rather a silent unobtrusive<sup>1</sup> way of observing things and events, and wishing to understand them better than I could; I was not brought up by any body in particular that I know of. I had no training, no cultivation.

10 The birds of the air, or beasts of the feild<sup>2</sup> are not freer from moral culture than I was. No one seemed to care for me till I was able to work, and then it was Hannah do this and Hannah do that, but I never complained as I found a sort of pleasure and something to divert my thoughts in employment. Of my relatives I knew nothing. No one ever spoke of my father or mother, but I soon learned what a curse was attached 15 to my read approach back the African blood in my using would forever evolute me

<sup>15</sup> to my race, soon learned that the African blood in my veins would forever exclude me

<sup>&</sup>lt;sup>1</sup> discreet, invisible

<sup>&</sup>lt;sup>2</sup> the right spelling is "field"

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from the higher walks of life. [...] This seemed the harder to be borne, because my complexion was almost white, and the obnoxious<sup>3</sup> descent could not be readily traced, though it gave a rotundity<sup>4</sup> to my person, a wave and curl to my hair, and perhaps led me to fancy pictorial illustrations and flaming colors. The busiest life has its leisure

- 20 moments; it was so with mine. I had from the first an instinctive desire for knowledge and the means of mental improvement. Though neglected and a slave, I felt the immortal longings in me. In the absence of books and teachers and schools I determined to learn if not in a regular, approved, and scientific way. I was aware that this plan would meet with opposition, perhaps with punishment. My master never
- 25 permitted his slaves to be taught. Education in his view tended to enlarge and expand their ideas; made them less subservient to their superiors, and besides that its blessings were destined to be conferred exclusively on the higher and nobler race. Indeed though he was generally easy and good-tempered, there was nothing liberal or democratic in his nature. Slaves were slaves to him, and nothing more. Practically he
- 30 regarded them not as men and women, but in the same light as horses or other domestic animals. He furnished supplied their necessities of food and clothing from the same motives of policy, but [di]scounted the ideas of equality and fraternity as preposterous and absurd. Of course I had nothing to expect from him, yet where there's a will there's a way.

Hannah CRAFTS, The Bondwoman's Narrative, 1850

<sup>&</sup>lt;sup>3</sup> awful, abominable

<sup>&</sup>lt;sup>4</sup> corpulence



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

Give an account of the text **in English** and in your own words, focusing on the aspirations of the main character and how they come into conflict with social norms at the time.

## 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 an entry in the narrator's secret diary in which she mentions her dreams and hopes for the future.

#### Sujet B

Do you agree with the following quote by Frederick Douglass (1817-1895), former slave, writer, social reformer and anti-slavery activist?

"Education means emancipation. It means light and liberty."

Justify your answer.