

Modèle CCYC : ©DNE

Nom de famille (naissance) :

(Suivi s'il y a lieu, du nom d'usage)

Prénom(s) :

N° candidat :

N° d'inscription :



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RÉPUBLIQUE FRANÇAISE

Né(e) le :

(Les numéros figurent sur la convocation.)

1.1

ÉVALUATIONS COMMUNES

CLASSE : Terminale

EC : ☐ EC1 ☐ EC2 ☒ EC3

VOIE : ☐ Générale ☐ Technologique ☒ Toutes voies (LV)

ENSEIGNEMENT : ANGLAIS

DURÉE DE L'ÉVALUATION : 1h30

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

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 diffuser le jour de l'épreuve.

Nombre total de pages : 5

SUJET LANGUES VIVANTES : ANGLAIS

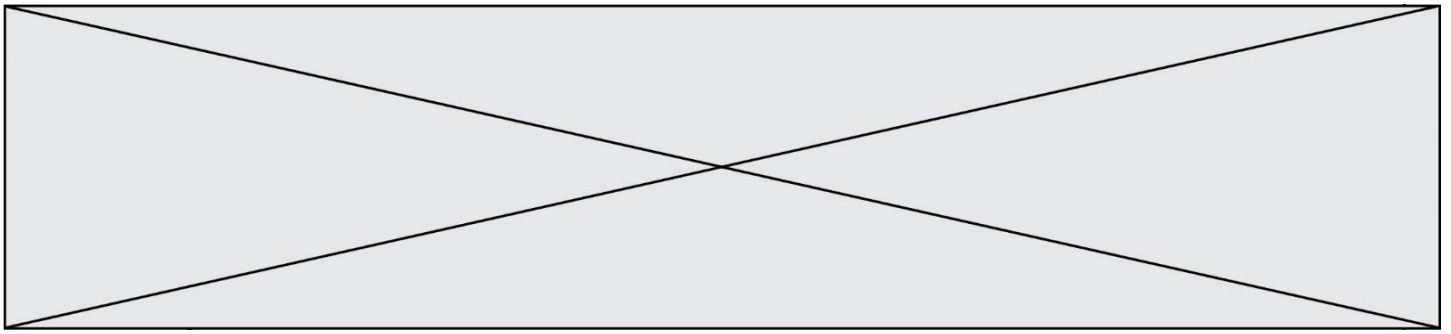
ÉVALUATION 3 (3^e trimestre de terminale)

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

L'ensemble du sujet porte sur l'**axe 3** du programme : **Art et pouvoir**.

Il s'organise en trois parties :

- 1- **Compréhension de l'oral**
- 2- **Compréhension de l'écrit**
- 3- **Expression écrite**



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).

Les documents

- **Document 1**

Document vidéo : Alistair Hudson, *What is art for?*

Source : *Axisweb.org*, 2015

- **Document 2**

Titre : *The Manchester galleries using art to try to change the world*

Source : Ian Youngs, www.bbc.com, 9 April 2019 (adapted)

What use is art? For the boss of Manchester's two main civic galleries, art isn't just for looking at, or for buying and selling – it can improve our lives in some unexpected ways.

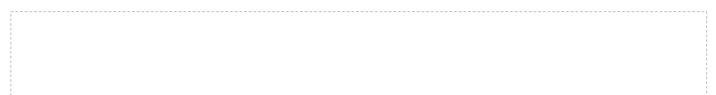
5 “I want people to say, ‘Oh yeah, art's actually quite useful, art's actually really important.’”

Alistair Hudson has given Manchester Art Gallery and sister venue¹ the Whitworth a new mission – to be useful.

10 Hudson wants to harness the power of art for the good of the city. The Whitworth was named the Museum of the Year in 2015 and Hudson has given it a new mission statement – to “use art for social change”.

It says: “Art should address what matters in people's lives, respond to current urgencies and propose solutions to the issues around us.”

¹ a sister venue: another gallery of the same museum



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1.1

The gallery will “value art for what it can do, not how much it is worth”, it adds.

15 Hudson explains: “The art market serves a very small number of people in society. Museums in the modern, contemporary era – their programmes have been really driven by the contemporary art market, not necessarily by public interest.”

Artistic ideas, creative thinking and the transformative power of making stuff can play a big part in solving problems in areas like education, health, politics, technology, economics and the environment, he believes.

20 Hudson took over the Manchester galleries in 2017 and has launched their new era with an exhibition at the Whitworth titled *Joy For Ever: How To Use Art To Change The World And Its Price In The Market*.

25 The title and exhibition are both influenced by 19th-century thinker John Ruskin, whose ideas about creative freedom, craftsmanship and architecture went on to influence politics, education and the conservation movement.

Hudson wants to update those ideas for the 21st century. “What that means is you start to get involved in shaping and contributing to the infrastructure of society and how it works, not just creating a leisure resource or a tourist attraction.”

30 Future plans include an exhibition called *Economics: The Blockbuster*, which will attempt to demystify the financial world and propose alternative economic models.

“And we’re talking about creating a Whitworth Business School, where we will teach economics through the medium of art,” he says.

Hudson moved to Manchester from the Middlesbrough Institute of Modern Art (Mima), where he also put his ideas into practice.

35 They included a regular free lunch in the gallery for people from across the city. It wasn’t an artwork as such, but it harnessed the power of a gallery, he explains.

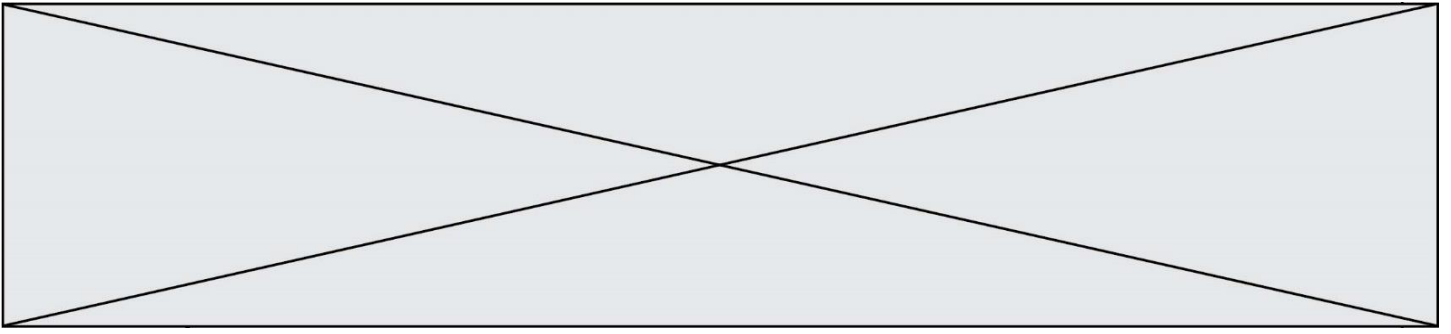
40 “We redirected our exhibitions budget to pay for cooking for people every week. Around that table you would have gallery goers, homeless people, refugees, the police, the mayor, dementia groups... The most amazing range of people all gathered around this meal.”

They would meet new people and have the chance to raise issues with people in authority.

“It became this moment in the week where you could start to galvanise opinion and energy that could then be directed in very positive ways,” Hudson says.

45 “But it also became the place where a lot of these groups who didn’t have a voice could have recourse to power. They could use the gravitas² of the public institution in order to talk up to power – whether that’s the mayor or the council. That became a very interesting way of working. It started to affect a lot of decisions.”

² gravitas: prestige



1. Compréhension de l'oral (10 points)

Vous ferez le compte rendu **en français** du document vidéo (**document 1**).

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

a) Compréhension du texte

Using your own words, give an account of the text (**document 2**), focusing particularly on:

- Alistair Hudson's occupation,
- his opinion on art and on the role of museums,
- the initiatives and actions he has developed and his future plans.

b) Compréhension de l'ensemble du dossier (documents 1 et 2)

Drawing information from both the text (document 2) and the video (document 1), explain the meaning of this statement: "The gallery will 'value art for what it can do, not how much it is worth'" (l.13).

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

On a blog, you read three different reactions by visitors to the Manchester galleries. Which one corresponds best to your own experience of museums? Why?

Going to the museum was great! The food was gorgeous and I enjoyed the gift shop!

I am sick of the crowds coming to the museum for the fun and the shops! You can't enjoy a peaceful visit to your favourite works of art!

The best part was the sculpture workshop! I loved sharing this artistic experience with my friends.



Sujet B

You want to promote art in your town. Here are three possible events. Choose one and write an email to the mayor to explain what you want to do in your town and why.

Art for all

An exhibition in the town hall of works of art by the local people

Old and young in harmony

A singing event involving school children and old age pensioners

Dancing for a cause!

A contest to raise funds to build a new youth centre