

BACCALAURÉAT GÉNÉRAL

SESSION 2015

ANGLAIS

LANGUE VIVANTE 1

Durée de l'épreuve : **3 heures**

Séries **ES** et **S** – coefficient : **3**

Série **L** Langue vivante obligatoire (LVO) – coefficient : **4**

Série **L** LVO et Langue vivante approfondie (LVA) – coefficient : **8**

L'usage des calculatrices électroniques et du dictionnaire est interdit.

Dès que ce sujet vous est remis, assurez-vous qu'il est complet.
Ce sujet comporte 6 pages numérotées de 1/6 à 6/6.

Répartition des points

Compréhension de l'écrit	10 points
Expression écrite	10 points

Lisez les documents A et B

Document A

[The scene takes place in 1900 in the USA.]

On the first of March, I went to my mother and asked for a loan.

‘Marriage,’ she said, her eyes hard with disapproval. The etched lines around her lips deepened. ‘Do as I had to.’

I heard the accusation in her voice. I was an only child and my father had doted¹ on me. He was proud of my career. Prior to my return to Dayton, I was a pianist with an all-woman ensemble in Philadelphia and on occasion, he sent generous gifts of money to supplement my income. When he died from a weak heart four years ago, my inheritance, small as it was, angered my mother. She considered that money to be hers, not mine. Two years later, her money dwindling², she remarried.

Now, as she wrote a bank check to cover one month's expenses, she said, ‘You're twenty-nine, soon to be thirty. You should have married years ago. You should have children by now. You should have a husband to look after you.’ She held out the check, and all at once, her voice softened. ‘Catherine, please. Find someone to marry. For your sake. Do it quickly.’

I wrote to the other two women in my ensemble telling them that I missed them and the music. *If you need a pianist, I can be there within the week.* They had been furious when I left a year ago. Now, they did not respond.

My thoughts in turmoil, I was unable to sleep, and my complexion turned sallow. I searched through my storage trunks and sorted old correspondence. I wrote letters to former suitors and to friends who lived in the East. *Such good times we had*, I penned in letter after letter. *It would be lovely to see you again.* Every day, I waited for the mail. *I am married*, former suitors wrote. *A visit would be nice*, friends wrote. *But the children keep me so busy these days.*

I considered the elderly sagging widowers and the whiskery rotund bachelors who lived at the hotel. Marriage to any one of them would be the final humiliation and the very idea of it repulsed me.

I wrote to Edward.

Ann Weisgarber, *The Promise*, 2013

¹ dote on: be very fond of

² dwindle: decrease

Document B

Chicago, Illinois, U.S.A.

July 27, 1913

Dear Sue¹,

No, I haven't joined the Ballets Russes. To be honest, I'm not so sure what to do next. I suppose there was something very neat and reassuring about having my future planned out by my father. I've been looking in the newspaper at the jobs available, wondering what it is I might want to do. I'm not even sure which direction to take. My mother thinks it is very undignified for me to be looking to the newspaper for career options and has been discreetly asking at her bridge parties to see if anything "respectable" comes up.

No, I don't think it is very usual for women to go to college. There were female students at the University of Illinois but not many of them, especially not in biology. Even though they were attending college, they seemed to limit themselves to feminine courses of study, like modern languages, literature, home economics. Not a geologist among them, I'm afraid!

David

Isle of Skye

14 August 1913

Dear boy,

Why is it that things such as languages and literatures are 'feminine' courses of study?

No censure to you, David. I know you were repeating a universal truth – albeit² a questionable one. We are in an age where women work in professions previously prohibited. Although there still aren't many, women have proven themselves competent as doctors, scientists, businesswomen. Now that the doors are open, why aren't more women rushing in to gain entrance? Instead, they are settling down, saying, 'Who wants to win the Nobel Prize like Marie Curie? It will be much more satisfying to learn how to dress a roast chicken.' Of course, everyone is welcome to their interests, and perhaps there are women who truly desire to learn nothing more than chicken-dressing or home economics. But why is a woman who has studied chemistry or geology less fit as a helpmeet than a woman who has studied literature? I'm not a suffragette, but when it comes to the topic of women and education, I do get irate.

Elspeth

Jessica Brockmole, *Letters from Skye*, 2013

¹ Sue is Elspeth's nickname.

² albeit: although

NOTE AUX CANDIDATS

Les candidats traitent le sujet sur la copie qui leur est fournie et veillent à :

- respecter l'ordre des questions et reporter les repères sur la copie (lettre ou lettre et numéro ou lettre, numéro et lettre). Exemples : **A.** ou **A.1.** ou **A.1.a.** ;
- faire toujours suivre les citations du numéro de la ligne ;
- recopier les phrases à compléter en **soulignant** l'élément introduit.

Répondre **en anglais** aux questions.

I – COMPRÉHENSION (10 points)

Document A

Tous les candidats traitent les questions de A à E.

A. Who is Catherine? Write a sentence about her age, marital status and job.

B. Copy out the following events in chronological order.

1. The narrator's father dies.
2. The narrator decides to write to suitors again.
3. The narrator is given money when she is in Philadelphia.
4. The narrator is back in Dayton.
5. The narrator asks for money.

C. How do the mother's feelings evolve to her daughter's request? Using your own words, answer in one or two sentences.

D. Give one common point and two differences in the parents' relationships with their daughter. Use your own words.

E. Say whether the following statements are **True** or **False**. Justify with one element from the text for each statement.

1. The narrator is indifferent to what her mother wants her to do.
2. The narrator's letters to her former suitors were successful.
3. The narrator is not ready to get married at any cost.

Seuls les candidats des séries S et ES et ceux de la série L qui ne composent pas au titre de la LVA (Langue vivante approfondie) traitent la question F.

F. What future does the narrator's mother want her daughter to consider? Explain why in a few sentences. Give two reasons.

Seuls les candidats de la série L composant au titre de la LVA (Langue vivante approfondie) traitent la question G.

G. "Do as I had to." (l. 3) Explain what the mother means and why she thinks so.

Document B

Tous les candidats traitent les questions de H à N.

H. Pick out two words from the list below corresponding to each of the following characters. Justify each choice with one quote.

a. David: FEARFUL – DEFENSIVE – PROGRESSIVE – INDECISIVE – PRACTICAL

b. Sue: FEARFUL – DEFENSIVE – PROGRESSIVE – INDECISIVE – PRACTICAL

I. Explain Sue's reaction to David's statements about women. Answer in one or two sentences using your own words.

J. Which improvements do the characters notice about the condition of women? Two elements are expected in your answer.

K. Is Sue satisfied with the way women take advantage of these improvements? Answer in one or two sentences using your own words.

Documents A and B

L. Compare what Catherine's mother and Sue think about the condition of women.

M. What do Catherine's and David's mothers have in common regarding their children's futures? Two ideas are expected in your answer.

N. What types of relationships do Catherine and David have with their fathers?

Seuls les candidats des séries S et ES et ceux de la série L qui ne composent pas au titre de la LVA (Langue vivante approfondie) traitent les questions O. 1 et O. 2.

O. 1. To what extent do both mothers conform to the norm? Answer with one sentence and justify with at least one element for each mother.

2. Explain what they fear and why.

Seuls les candidats de la série L composant au titre de la LVA (Langue vivante approfondie) traitent la question P.

P. Compare Sue's and Catherine's personalities. Answer in a few sentences.

II – EXPRESSION (10 points)

Seuls les candidats des séries ES, S, et ceux de la série L qui ne composent pas au titre de la LVA (Langue vivante approfondie) traitent l'un des trois sujets suivants.

Choisir un des trois sujets proposés ci-dessous. (300 mots $\pm 10\%$).

1. David answers Sue. Write his letter.

OU

2. You are Phil / Emma Wilson, 18. You are a pupil at Finchley Hill High School. Your school has decided to organise a speech contest for Universal Children's Day. Write the speech you will deliver to promote the right to education for all.

OU

3. To what extent can parents influence their children's future?

Seuls les candidats de la série L composant au titre de la LVA (Langue vivante approfondie) traitent les deux sujets suivants.

Traiter les deux sujets proposés ci-dessous.

1. David answers Sue. Write his letter. (250 mots $\pm 10\%$)

ET

2. “*Now that the doors are open, why aren't more women rushing in to gain entrance?*” (ll. 23-24) Has the situation changed? (200 mots $\pm 10\%$)