

BACCALAURÉAT GÉNÉRAL

SESSION 2017

ANGLAIS

Mercredi 21 juin 2017

LANGUE VIVANTE 2

Séries **ES** et **S** – Durée de l'épreuve : **2 heures** – coefficient : **2**

Série **L** Langue vivante obligatoire (LVO) – Durée de l'épreuve : **3 heures** – coefficient : **4**

Série **L** LVO et langue vivante approfondie (LVA) – Durée de l'épreuve : **3 heures** – coefficient : **8**

ATTENTION

Le candidat choisira le questionnaire correspondant à sa série :

- **Série L (LVA Y COMPRIS) : questionnaire pages 5/11 à 8/11**
 - **Séries ES et S : questionnaire pages 9/11 à 11/11**
-

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 11 pages numérotées de 1/11 à 11/11.

Répartition des points

Compréhension de l'écrit	10 points
Expression écrite	10 points

Prenez connaissance des documents A, B et C.

Document A



White Star Line steamer sailing among other steamboats¹ and sailing ships² in New York City harbour, 1912

¹ steamboat: *bateau à vapeur*

² sailing ship: *voilier*

Document B

Southampton, England
April 10, 1912

5 Helen Walsh was a short, slight woman with a permanent air of dissatisfaction about her. She fussed around her son now, brushing flecks of dust from his trousers and stray hairs from the shoulders of his jacket. He smiled at her, glad of the attention she paid to him and pleased to see the unmistakable look of pride on her face, pride in the fact that her son was to work as a steward on *Titanic's* maiden voyage from Southampton to New York.

10 "Not bad, love, not bad at all... for a Walsh," she replied, tugging at his waistcoat to remove a slight pucker¹ and pulling at his cap to straighten it. "Now, you remember to work hard, Harry Daniel Walsh," she chided, "and mind that you look after those third-class passengers just the same as you would any of those wealthy Americans. The poor might not have the hats and the fancy shoes, but they deserve to be treated good 'n' proper, you hear?"

15 With her family roots set deep within the working-class society of Southampton's docks, Helen Walsh had no time at all for the stuck-up American millionaires and socialites² who, it was believed, had chosen to sail on *Titanic* to make business contacts or to give them something to boast about at one of their dinner parties. Nevertheless, her background didn't prevent her from being a proud mother, and she was absolutely delighted that her son was going to be one of the three hundred stewards who would work on this much-talked-about ship, taking great pleasure in telling all her friends and neighbors about it. And although the gossip-loving, spying-on-the-neighbors part of her would have quite liked to know exactly how ostentatious the first-class accommodations were, she was especially pleased that Harry had been assigned to steerage class, to look after people like themselves.

20 Despite his mother's obvious delight that it would be *Titanic* that he would sail on, it hadn't actually been Harry's intention to work on the ship at all. He'd originally been assigned to work on a smaller liner, the *Celtic*, which should have left Southampton a week ago. As a result of the coal strike, she had been berthed³, along with most of the other transatlantic liners. Harry had got word, just a week ago, that he had been reassigned and would now work a round trip on White Star Line's impressive new ship, *Titanic*.

Hazel Gaynor, *The Girl Who Came Home: A Novel of the Titanic*, 2014

¹ pucker: *faux-pli*

² socialites: famous upper-class people spending a lot of time at fashionable social events

³ berthed: *immobilisé à quai*

Document C

To Lily May Futrelle, her fellow travelers were “a rare gathering of beautiful women and splendid men.” A rare gathering it was—liner historians report that no other passenger list of the period ever featured quite as many celebrated names. For Lady Duff Gordon, the *Titanic* was “a small world bent on pleasure.” And it was indeed a smaller world than
5 ours—the populations of the United States and Canada were a third of what they are today (and Great Britain’s a third less), and wealth and influence were concentrated in much tighter circles. Those who made ocean crossings regularly found acquaintances¹ on the first-class passenger list.

But “bent on pleasure”? There was certainly a contingent of the transatlantic
10 leisured rich on board, a recently evolved class of Americans who kept homes in Paris or regularly made the crossing for the winter “season” in London or on the Continent. But many of the liner’s first-class cabins were occupied by hardworking high achievers. The artist Frank Millet, for example, was on his way to Washington to help decide on the design for the Lincoln Memorial. His friend, White House aide Archie Butt, was heading
15 home to prepare for a grueling presidential election campaign. [...] Lady Duff Gordon herself was a leading British couturiere who had urgent business to tend to at her New York salon. Within their lives and those of others on board can be found a remarkable convergence of the events, issues, and personalities of the age, forming what Walter Lord called “an exquisite microcosm of the Edwardian world².”

Hugh Brewster, *Gilded Lives, Fatal Voyage: the Titanic’s First-Class Passengers and their World*, 2012

¹ acquaintance: someone you know

² Edwardian era: period during which King Edward VII reigned (1901-1910), often associated with the glorification of luxury

**QUESTIONNAIRE À TRAITER PAR LES CANDIDATS
LV2 Série L**

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 DE L'ÉCRIT (10 points)

Document A

Tous les candidats de la série L traitent les questions A et B.

- A.** 1. What is the function of this document?
2. What type of passengers does this document target?
- B.** Compare and contrast the steamer in the middle with the other ships (two elements).
What impression is conveyed?

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

- C.** Focus on the Statue of Liberty in the background. Why is it associated with the ship?
Give two elements.

Document B

Tous les candidats de la série L traitent les questions de D à K.

- D.** 1. How are Helen and Harry related?
2. Describe Helen's attitude towards Harry. Justify with elements from the text.

- E. Why is it a special day? (two elements)
- F. Explain what Harry's job consists in.
- G. How does Helen feel about Harry's job? Choose two adjectives and justify each answer with a quote.

HONOURED – INDIFFERENT – DISSATISFIED – ENTHUSIASTIC – JEALOUS

- H. **True or False?** Justify each answer with a quote.
1. Harry will work with all types of passengers.
 2. A lot of people were recruited to work on the ship.
 3. Rich passengers are said to travel exclusively for pleasure.
 4. Harry volunteered to sail on the *Titanic*.
- I. **Focus on Helen.**
1. What is her social background?
 2. Focus on lines 8 to 12. What are the two pieces of advice Helen gives Harry? How may her advice be related to her social background?
- J. Explain Helen's ambivalent feelings about the upper-class. Justify with two quotes.
- K. How important is Harry's new workplace...
1. for Harry himself?
 2. for Helen?

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

- L. In this context, what do the ways in which Helen calls Harry ("a Walsh" l. 7, and "Harry Daniel Walsh" l. 9) say about how she feels about the situation?

Document C

Tous les candidats de la série L traitent les questions de M à O.

- M. What type of passengers does the document focus on?
- N. Justify each of the following sentences with a quote.
1. Lily May Futrelle admired first-class passengers.
 2. There were famous people on board.
 3. Passengers often knew each other.

O. Focus on lines 11 “But many...” to 17 “... her New York salon.”

1. Copy the grid and fill in the blanks.

Name	Job	Destination	Purpose for travelling
		Washington	
		Home	Election campaign
		New York City	

2. How is this category of people portrayed? What makes them different from the other group mentioned in the document?

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

P. Explain why the ship is described as “an exquisite microcosm of the Edwardian world” on l. 19.

Documents A, B and C

Tous les candidats de la série L traitent les questions Q et R.

Answer the following questions by using elements from all three documents.

Q. Compare and contrast the primary function and social functions of the *Titanic* in all three documents.

R. How do all three documents present the *Titanic* as an object of fascination?

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

S. Comment on the importance of representation and theatricality in the three documents.

II – EXPRESSION ÉCRITE (10 points)

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.

Seuls les candidats de la série L qui ne composent pas au titre de la LVA (Langue vivante approfondie) traitent l’un des deux sujets suivants.

Choisir l’un des deux sujets suivants. (250 mots $\pm 10\%$)

1. Nelson Figgis / Nancy Little is a third-class passenger on the *Titanic*. While crossing the Atlantic, he / she writes in his / her diary about his / her motives for travelling and feelings about life on board.

OU

2. Joseph Bruce Ismay, the head of the White Star Line Company, delivers a speech for the departure of the *Titanic*. Write the speech.

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

Choisir un des deux sujets suivants. (300 mots $\pm 10\%$)

1. Famous writer Robert Louis Stevenson once said: “For my part, I travel not to go anywhere, but to go. I travel for travel’s sake. The great affair is to move”. Discuss.

OU

2. Joseph Bruce Ismay, the head of the White Star Line Company, delivers a speech for the departure of the *Titanic*. Write the speech.

**QUESTIONNAIRE À TRAITER PAR LES CANDIDATS
LV2 Séries ES-S**

NOTE AUX CANDIDATS

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- 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 DE L'ÉCRIT (10 points)

Tous les candidats des séries ES et S traitent toutes les questions.

Document A

- A.** 1. What is the function of this document?
2. What type of passengers does this document target?
- B.** Compare and contrast the steamer in the middle with the other ships (two elements).
What impression is conveyed?

Document B

- C.** 1. How are Helen and Harry related?
2. Describe Helen's attitude towards Harry. Justify with elements from the text.
- D.** Why is it a special day? (two elements)
- E.** Explain what Harry's job consists in.
- F.** How does Helen feel about Harry's job? Choose two adjectives and justify each answer with a quote.

HONOURED – INDIFFERENT – DISSATISFIED – ENTHUSIASTIC – JEALOUS

- G. True or False? Justify each answer with a quote.**

1. Harry will work with all types of passengers.
2. A lot of people were recruited to work on the ship.
3. Rich passengers are said to travel exclusively for pleasure.
4. Harry volunteered to sail on the *Titanic*.

- H. Focus on Helen.
1. What is her social background?
 2. Focus on lines 8 to 12. What are the two pieces of advice Helen gives Harry?
How may her advice be related to her social background?
- I. Explain Helen’s ambivalent feelings about the upper-class. Justify with two quotes.

Document C

- J. What type of passengers does the document focus on?
- K. Justify each of the following sentences with a quote.
1. Lily May Futrelle admired first-class passengers.
 2. There were famous people on board.
 3. Passengers often knew each other.
- L. **Focus on lines 11 “But many...” to 17 “... her New York salon.”**
1. Copy the grid and fill in the blanks.

Name	Job	Destination	Purpose for travelling
		Washington	
		Home	Election campaign
		New York City	

2. How is this category of people portrayed? What makes them different from the other group mentioned in the document?

Documents A, B and C

- M. Using elements from all three documents, compare and contrast the primary function and social functions of the *Titanic* in all three documents.

II – EXPRESSION ÉCRITE (10 points)

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.

Les candidats traitent l'un des deux sujets suivants.

Choisir l'un des deux sujets suivants. (200 mots $\pm 10\%$)

1. Nelson Figgis / Nancy Little is a third-class passenger on the *Titanic*. While crossing the Atlantic, he / she writes in his / her diary about his / her motives for travelling and feelings about life on board.

OU

2. Joseph Bruce Ismay, the head of the White Star Line Company, delivers a speech for the departure of the *Titanic*. Write the speech.