

BACCALAURÉAT GÉNÉRAL

SESSION 2014

ANGLAIS

LUNDI 23 JUIN 2014

LANGUE VIVANTE 2

Série **L** – Durée de l'épreuve : 3 heures – coefficient : 4

Série **L** Langue Vivante Approfondie (**LVA**) – Durée de l'épreuve : 3 heures – coefficient : 4

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

Le candidat choisira le questionnaire correspondant à sa série.

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 5 pages numérotées de 1/5 à 5/5.

Répartition des points

Compréhension de l'écrit	10 points
Expression écrite	10 points

Lisez les documents A et B.

Document A

Why Gated Communities are Becoming a Global Problem

Thoughts and observations on what makes cities great places to live, written by a native of Vancouver

5 The prevalence of gated communities has steadily risen across the United States since the 1960s. According to Edward Blakely, author of *Fortress America*, census figures show that between 6 and 9 million Americans live behind gates. The appeal of gated communities lies in their promise of safety, privacy, exclusivity, and ultimately sameness and predictability.

10 People choose to live in these communities because they want to be around people like them and have freedom from the uncertainty of the outside world—most gated communities have a school, community centre, pool, and other amenities. You rarely have to leave the community, except when commuting to work.

15 However, that promise of safety and sameness is now proving to be pretty empty. In a recent article on gated communities in *The Atlantic Cities*, author Sarah Goodyear wrote: “By fostering suspicion and societal divisions, gated communities can paradoxically compromise safety rather than increase it. And because they cut residents off from the larger community, they can shrink¹ the notion of civic engagement and allow residents to retreat from civic responsibility.”

20 When you retreat into a big home in a gated or exclusively high-income community, you aren’t exposed to other cultures, people less fortunate than you, artists, senior citizens, etc. Common knowledge suggests that being exposed to different people and experiences is how we broaden our horizons. It is how we become inspired to do the little daily things that make the world a better place—like volunteering, making art or music, and creating or participating in community projects.

25 In a gated community, you wouldn’t do any of these things because society’s problems are no longer your problem and all you need for pleasure is there for you to passively enjoy. This might be okay on a vacation, but it does not make for an ideal society. People in gated communities run the risk of being culturally malnourished as they shut out difference and diversity for a predictable fantasyland that has no connection to reality.

thiscitylife.tumblr.com, Aug. 11th, 2012

¹ to shrink: (here) render less important

Document B

The experience of life in the city comprises the sum total of all encounters, relationships and experiences with other people during the course of the day. Well-being arises from contacts that are satisfying, and enjoyable, that affirm persons as individuals and as members of a community. The city must provide occasions and places for such good experiences to occur. Participation in social interactions makes an essential contribution to personal well-being. Impoverishment in social contact may result in a sense of isolation, meaninglessness for individuals and in the dissolution of social bonds for the community.

Once we think about cities in terms of this conception, we must consider the nature of public social life, the conditions both architectural and social, under which it flourishes, and how the public and private domains interconnect.

The relation of public and private involves the flow of interest and attention from the private to the public world—to ‘what is happening out there’—as well as from the public to the private world. In the public realm, multiple perspectives and viewpoints prevail that inform and correct the single one-sided perspective of the private world.

The public realm makes possible the exchange of opinion and information that forms the basis of civic dialogue and development of consensus.

It is in the public realm that we learn about each other, through observation and participation, and develop a public conscience that pays heed to the foibles and needs of our fellow citizens.

[. . .]

The public realm facilitates learning about ways of being and relating! We learn how persons relate within and across generational, social class, and experiential difference, and become skilled in making inferences about the fate and biography of our fellow beings.

We learn about the humanity and dignity of all persons.

Henry L. Lennard, ‘The Essence of the City’ (1991)
(available at <http://www.livablecities.org>)

COMPRÉHENSION

NOTE AUX CANDIDATS

Les candidats traiteront le sujet sur la copie qui leur sera fournie et veilleront 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 entre parenthèses;
- recopier les phrases à compléter en **soulignant** l'élément introduit.

Répondez en anglais aux questions

Document A

Tous les candidats traiteront les questions suivantes.

- A.** Choose the right definition. A *gated community* is
1. a group of houses in a protected area with restricted access.
 2. a group of houses in which residents enjoy limited freedom of movement.
 3. a group of houses in which rich people live and participate in common projects.
 4. a group of houses in which artists come together to create art and music.
- B.** What are the expectations of the people who want to live in gated communities? Answer and explain using your own words.
- C.** Explain in your own words why “*gated communities can paradoxically compromise safety rather increase it*” (l. 14-15).
- D.** “*This might be okay on a vacation, but it does not make for an ideal society.*” (l. 25-26) What are the implications of this distinction?

Document B

Tous les candidats traiteront les questions suivantes.

- E.** Find in the text a synonym for “*public realm*”.
- F.** Choose the right sentence to sum up the text.
1. City life restricts social contacts.
 2. Limited social contact contributes to citizens' well-being.
 3. People need exchanges with different kinds of people to become full citizens.
 4. We learn about ourselves when we live away from the community.

- G. Pick out at least 3 elements from the text showing the consequences of living in isolation.
Pick out at least 3 elements from the text showing the consequences of being a full member of the “*public realm*” (l.15; 17; 20).

Documents A and B

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) traiteront la question suivante.

- H. What are the consequences of isolation as described in both texts? Answer in a few sentences using your own words and elements from the texts.

Seuls les candidats de la série L traiteront la question suivante.

- I. The word “*civic*” is mentioned in both texts (doc. A, l. 16 ; doc. B, l. 16). What does it imply in terms of individual freedom and social harmony?

EXPRESSION

Tous les candidats traiteront le sujet suivant.

You want to do some volunteer work. Your parents disagree. Imagine your conversation.

Seuls les candidats de la série L qui ne composent pas au titre de la LVA (Langue vivante approfondie) traiteront le sujet suivant.

Discuss the importance of relating “*within and across social [...] class*” (document B, l.21)

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

Do you think that “*little daily things like volunteering, making art or music, and creating or participating in community projects*” (document A, l.21-23) can make the world a better place?

OU

“*It is in the public realm that we learn about each other, through observation and participation, and develop a public conscience*” (document B, l.17-18). Discuss.