

**Lisez les documents A et B puis répondez aux questions.**

**Document A**

“You understand how this works, right?”

Tia nodded in perfect unison to Mike’s shaking his head.

5 “The software will record every keystroke your son makes,” Brett said. “At the end of the day, the information is packaged and a report will be e-mailed to you. It will show you everything – every Web site visited, every e-mail sent or received, every instant message. If Adam does a PowerPoint or creates a Word document, it will show you that too. Everything. You could watch him live-time if you want. You just click this option over there.”

10 He pointed to a small icon with the words LIVE SPY! in a red burst. Mike’s eyes moved about the room. The hockey trophies mocked him. Adam had started to skate when he was three. He became goalie on junior hockey. The rusted goalpost was still outside on the driveway, the net torn from the weather. Mike had spent many a contented hour shooting pucks at his son. Adam had been terrific – a top college prospect for certain – and then six months ago, he quit.

Just like that. Adam laid down the stick and pads and mask and said he was done.

15 Was that where it began?

Was that the first sign of his decline, his withdrawal? Mike tried to rise above his son’s decision, tried not to be like so many pushy parents who seemed to equate athletic skill with life success, but the truth was, the quitting had hit Mike hard.

But it had hit Tia harder.

20 “We are losing him,” she said.

Mike wasn’t as sure. [...] Adam was moody and quiet. He spent all his time in this room, mostly on this wretched computer, playing fantasy games or instant-messaging or who knew what. But wasn’t that true of most teenagers? He barely spoke to them, responding rarely, and when he did, with grunts. But again – was that so abnormal?

25 [...]

Mike had resisted.

“He’s our son,” Tia had said.

“I know that. Don’t you think I know that?”

“Aren’t you concerned?”

30 “Of course I’m concerned. But.”

“But what? We’re his parents.” And then, [...] she said, “We have the right to know.”

“We have the right to invade his privacy?”

“To protect him? Yes. He’s our son.”

Mike shook his head.

35 “We not only have the right,” Tia said, stepping closer to him. “We have the responsibility.”

Harlan COBEN, *Hold Tight* (2008)

## Document B

### **For chronic truants, a GPS program can help them make the grade**

Ryan Ramos' 6 a.m. routine used to consist of the usual: a shower, breakfast, then a walk to the bus stop.

But now, the 14-year-old eighth-grader has another activity: punching an identification code into a cell phone-size GPS device.

5 Five times a day — when he wakes up, when he gets to school, after lunch, after school and at 8 p.m. — Ramos is required to enter his code into the machine. If he's not where he's supposed to be, the GPS provides a way to find him.

Ramos and 31 other students in the Anaheim Union High School District are participating voluntarily in what some consider a cutting-edge solution to the age-old problem of truancy.

10 Backers of the program hope that by giving parents and school officials a better idea of where students are — and by giving students a visible incentive to resist peer pressure to skip classes — the GPS can succeed where curfews, strict punishments and even fines for parents have failed.

The concept has critics who object to the Big Brother aspects of satellite monitoring.

15 "It's a criminalization of kids who have trouble getting to class every day," said Belinda Escobosa Helzer. [ . . . ]

Educators and officials from the company that operates the GPS system — which, so far, is providing the GPS devices to the district for free — dismiss concerns about privacy. They say the program helps students attend more classes and do better in school. They also note that the

20 program combines the GPS device with human interaction — mentors who check in with the students several times a week.

"It's so much bigger than GPS," said Travis Knox, president of the Dallas-based Aim Truancy Solutions.

"It's really that human element."

Nicole Santa Cruz, *Los Angeles Times*, February 25, 2011

## 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 précéder les citations du numéro de la ligne ;
- dans les phrases à compléter, les recopier en **soulignant** l'élément introduit.

En l'absence d'indications spécifiques, le candidat répondra **brièvement** aux questions.

### I. COMPRÉHENSION

#### Document A

- A. 1. Who are the characters? Say if they are present or simply mentioned.  
2. How are they related?
- B. What is LIVE SPY and what is it designed for? Explain in one sentence.
- C. 1. Who in the text is going to use LIVE SPY?  
2. Who is going to be watched by LIVE SPY?
- D. In this particular case, what is the reason for using LIVE SPY? Pick out at least three reasons.
- E. One of the characters has reservations about using LIVE SPY. Who and why? Answer in one or two sentences.

#### Document B

- F. Focus on Ryan Ramos. What do you know about him (age, occupation)?
- G. What is new in his daily routine? Answer in your own words.
- H. What is the reason why he had to change his daily routine? Use your own words and quote two elements from the text to justify your answer.
- I. Is Ryan Ramos the only child in this case? Quote the text to justify your answer.
- J.1. Quote at least three arguments given by the supporters of the new system and two arguments given by its opponents.

**SEULS LES CANDIDATS DE LA SÉRIE L traiteront la question J.2.**

2. What does Travis Knox mean by “*It’s so much bigger than GPS*” (1.22)? Answer in one or two sentences and quote the text to justify.

**Documents A and B**

- K. Say if the following statements apply to document A only, document B only, both documents A and B, or neither. (Put A, B, A and B, or “neither” next to the corresponding letter):
1. The teenager knows he is being watched.
  2. Adults invade teenagers’ privacy.
  3. New technologies can be used to watch teenagers.
  4. The teenager is being watched only when he is at home.
  5. Teenagers criticize the use of technology to spy on them.

- L. What motivates the use of new technologies in these texts. Answer in a few sentences.

**SEULS LES CANDIDATS DE LA SÉRIE L traiteront la question M.**

- M. What are the moral doubts expressed about the use of these technologies? Answer in a few sentences.

**II. EXPRESSION**

Les candidats des séries **ES** et **S** traiteront **UN** des deux sujets ci-dessous.  
(150 mots au moins)

Les candidats de série **L** traiteront les **DEUX** sujets.  
(total pour les deux sujets : **250 mots** au moins)

1. Adam discovers that LIVE SPY has been installed on his computer and decides to talk about it with his parents. Imagine their conversation.
2. Do you think parents have a right to invade their children’s privacy in order to protect them?