

Annexe

Notes for teachers and candidates

Methodology

It is recommended to begin by reading the questions, then to read the dossier thoroughly, noting and highlighting relevant points (Question 1) and potential arguments (Question 2) in the light of the questions. One or more sections of each article may not be relevant to the question(s) and this content can be put aside.

The text in French should be read in its entirety before beginning the translation. Relevant points and arguments from this document may also be included in the essays or used as context.

The information contained in the images can be referred to and developed in the answer to Question 1 and/or used as a stimulus/inspiration for answering Question 2.

1. Question 1 (Compréhension - résumé analytique comparatif)

FORM:

- The candidate should display a wide range of grammatical structures, including some complex sentences and idiomatic vocabulary in the appropriate style and register, as well as rich lexis and sophisticated phrasing.
- Candidates are asked to answer the question “in their own words”; the candidates must avoid “copy and paste” at all costs.
- In the answer to this question, the candidate must avoid judging or adding to the points made in the texts.
- Examples from the dossier can be discussed in some detail
- In the answer to this question, the candidate should make no reference to facts or viewpoints not found in the dossier.
- This question focalizes on the importance of comprehension; misinterpretation and mischaracterization of the viewpoints of the authors must be avoided.

CONTENT:

Principally, documents 1 and 2 should be referenced and compared (at least one clear reference to each article).

Points may be made document by document, or grouped according to theme

Reference to one of the images is required. The Black Panther movement and Civil Rights in 1960s US can be discussed, for example (doc.4).

Reference to the text in French and the other image is also possible.

The list below is not exhaustive (examples only)

- Doc. 1 illustrates nuanced and conflictual relationships due to opposing positions on immigration in particular, and the issue of the legitimacy of players of immigrant descent to represent the nation.
- Doc. 2 illustrates more mutually supportive relationships due to alignment on social and cultural issues, which however alienate others who do not share these views.
- National teams and players are often instrumentalized by their governments (docs 1-3; doc.5)
- Priti Patel's criticism of England players' kneeling during the national anthem and her stance on immigration contrast with Joe Biden's inclusiveness, his praise for WNBA players' involvement in BLM, pro-vaccination, etc... (docs 1-2)
- Politicians seek to benefit from the positive image of successful national teams among the public/voters (doc.1; doc.5)
- High-profile sports players have access to the national and/or international stage to highlight causes that may cause either pride or shame to their governments (doc.2, doc 4).
- National sport is connected with national identity and pride in the popular imagination and is therefore of great interest to politicians seeking popular approval (doc.3)
- The comments made by Roselyne Bachelot (doc.3) conflate the national football team with the Nation itself ("treason" is a term reserved for political betrayal of one's country or government or a military coup d'état) and question who is worthy to represent it (the authors' thesis implies social/racial discrimination against certain players)

2. Question 2 (Expression Personnelle - rédaction argumentée)

FORM:

- The candidate should display a wide range of grammatical structures, including some complex sentences and idiomatic vocabulary in the appropriate style and register, as well as rich lexis and sophisticated phrasing.
- Candidates are expected to provide a personal viewpoint and defend that viewpoint using evidence and references drawn from the documents, as well as at least two other relevant examples from the English-speaking world.
- Candidates are expected to follow the structure outlined in the question (i.e., to write a formal speech, not an essay). It is apt to use one or more rhetorical devices appropriate to giving a speech (anaphora, analogy, metaphor, antithesis, alliteration, litotes, etc...), or to address the reader with a rhetorical question, for example. More repetition of words or phrases than would be acceptable in an essay is allowable in this exercise.

CONTENT:

Should athletes speak out on social and political issues? Do they have a responsibility to use their platform and influence to raise awareness or should they stick to sports? Should politicians exploit the popularity of sports stars? Is the sports field a political space?

Argumentation should clearly develop a position on one side only of the issue.

Support for either position can be found in the dossier.

Relevant references from the English-speaking world (including examples from the dossier) should be used.

The list below is not exhaustive (examples only)

a) to propose the motion:

- opinions/arguments to be found in Documents 1-3: sports players are not qualified to speak out on political issues; ‘inappropriate’ actions by national players reflect directly on their government and on the country as a whole
 - example to support this argument from outside the dossier: Fox News host Laura Ingraham who told LeBron James “Shut up and dribble”
- from Document 1: Political gestures by England footballers fuel and polarize divisions in society around the complex issue of immigration
- athletes should just play sports and stay out of politics - document 2: athletes’ endorsement of presidential candidates influences the votes of their supporters
 - Michael Jordan has defended his refusal to speak out on politics during his NBA career, saying he viewed himself as an athlete not an activist. Speaking on the latest episode of the ESPN and Netflix documentary *The Last Dance*, Jordan addressed his infamous quote "Republicans buy sneakers too", his supposed reason for why he was reluctant to take political sides during his playing days.
- International Olympic Committee: At the centre of the debate is Rule 50 of the Olympic Charter, which purports to “protect the neutrality of sport and the Olympic Games”, stating no kind of demonstration or political, religious or racial propaganda is permitted in the Olympic areas.
- Olympic boycotts (e.g., US and other nations’ withdrawal from Moscow Olympics 1980, Soviet Union and its allies’ withdrawal from Los Angeles 1984) deprived many athletes of competing after years of preparation and training.
- International sport can be considered a ‘career’ and as such, athletes are entitled to change and represent different nationalities as other professionals move from one employer to another. It is a business or strategic transaction for mutual benefit - Olympic medals/International titles for the nation in question, access to training, resources, etc... for the athlete - and does not engage either party on a political level.

b) to oppose the motion: Examples of effective political and social action by athletes

- Marcus Rashford (indirectly referenced in document 1) forced the UK government to make a U-turn on social policy with regard to child poverty (funding and access to free school meals during the Covid pandemic)
- from Document 2: Stephen Curry refused the customary White House invitation from Trump

- Document 4: Tommie Smith and John Carlos, gold and bronze medalists in the 200-meter race at the 1968 Olympic Games, engaged in a victory stand protest against unfair treatment of African-Americans in the United States. Their Black Power salute raised international awareness of the situation.
- Muhammad Ali was stripped of his title and temporarily barred from boxing due to his activism against the Vietnam draft, in defiance of the policies put in place by Presidents L.B. Johnson and R. Nixon
- Jesse Owens and other black athletes' performances in the 1936 Munich Olympics defeated Hitler's aim to demonstrate Aryan racial superiority
- Colin Kaepernick's Nike ad: "Believe in something. Even if it means sacrificing everything."; Kaepernick was blacklisted by the NFL resulting in loss of income for standing up for his principles
- Simone Biles used her platform to speak out against Larry Nassar; she was awarded the Arthur Ashe Courage Award for speaking out for sexual abuse survivors
- Alex Morgan/Megan Rapinoe: Tweet "to use our platform to speak for gender equality"

3. Translation (Thème)

Many correct variants are possible and acceptable. It is important to note that full marks can be awarded for a less-than-perfect translation if the candidate has made intelligent attempts to render difficult items coherently. Grading is conducted positively rather than by a detrimental points-faute system.

Expectations:

- a correct and fluid text in English that reads easily
- respect of tenses, verb forms and tense sequences - no particular difficulties occur in this extract, with the exception of the inversion '*S'est alors immédiatement instruit*' and the expression '*Je ne peux que constater*'
- nuances and variations in vocabulary - differentiation between the translations of '*désastre*' and '*débâcle*', for example
- strategies to deal with unknown vocabulary should be deployed - intelligent guesses from context, paraphrases, etc... are to be encouraged, rather than substituting the nearest homophone/homonym or false cognate
- longer sentences can be broken down into shorter sentences to avoid the clumsiness of multiple subordinate clauses and to maintain fluidity and style
- formal register should be maintained - no auxiliary verb contractions, lack of colloquial lexis...