Bac Général HLP + LLCER (Humanités, littérature et philosophie et Langues, littératures et cultures étrangères et régionales)

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BACCALAURÉAT GÉNÉRAL • CORRIGÉ DÉTAILLÉ

Anglais monde contemporain

Session 2023 • La Réunion

Code sujet **23-LLCERANMCLR1** 3 heures 30

Proposition de corrigé pédagogique • FormaV

Se repérer dans le corrigé

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Les numéros, parties et pages renvoient au sujet original. Chaque réponse rappelle la consigne, explique la démarche et donne le résultat.

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Sujet 1

20 points

Faire société : les préjugés raciaux aux États-Unis et leur impact sur les personnes noires

Synthèse en anglais

Question Partie 1

Sujet p. 2, 3, 4, 5

> Prenez connaissance du dossier proposé, composé des documents A, B, C et D non hiérarchisés, et traitez en anglais le sujet suivant (500 mots environ) : « Taking into account their specificities, say what these documents reveal about racial prejudice in the USA and its impact on black people. »

Méthode : la synthèse croise les quatre documents en tenant compte de leur nature : extrait de roman, témoignage personnel publié dans la presse, photographie de presse et témoignage d'une étudiante. Elle met en relation les formes de préjugés décrites et leurs conséquences, sans attribuer aux documents des informations qu'ils ne donnent pas. La rédaction est en anglais et vise environ 500 mots.

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RÉPONSE À RETENIR

The four documents reveal that racial prejudice in the United States is expressed through stereotypes, unequal treatment, ridicule and fear. Their different forms—a novel extract, a personal account, a press photograph and a student's testimony—also show how racism affects Black people's everyday behaviour and sense of security, even as protest and representation offer ways to challenge it.

In Document A, an extract from Chimamanda Ngozi Adichie's novel *Americanah*, a Nigerian woman living in the USA describes the contradictory expectations imposed on Black people. Her ironic instructions point out that a Black woman is expected to be "strong", but may be seen as frightening if she speaks her mind. A Black man, meanwhile, is told to remain "hyper-mellow", since excitement may make others fear that he is about to use a gun. These stereotypes reduce individuals to perceived threats. The narrator also describes the suspicion that a Black student admitted to an Ivy League college has benefited from affirmative action rather than academic merit. Most strikingly, Black people are expected to describe racism without anger or complaint if they want sympathy. This demand can silence them and turns attention away from the prejudice they report. The contrast between white liberals and conservatives further suggests that racism may be dismissed or that the person who points it out may themselves be accused of racism.

Brian Jones's testimony in Document B gives concrete examples of such treatment. He recalls that his hair or "attitude" could mark him as inferior and expose him to ridicule, humiliation or exclusion. At school, his first Black teacher, Mrs Brooks, changes the classroom atmosphere: she accepts his behaviour and teaches pupils about discrimination, injustice and Black poetry. This positive experience contrasts with the high-school episode in which a white student who put a noose in a Black student's locker faced, according to Jones, only a "lame apology". When Jones and his friend protested by wearing black armbands, teachers treated the protest as a joke and encouraged classmates to laugh at them. The episode illustrates both racist intimidation and the mockery directed at those who resist it. Jones also explains that he tried to appear "non-threatening" in shops, smiling and greeting workers so they would not suspect him of stealing. Prejudice therefore shapes his conduct and makes ordinary situations feel like occasions when he must prove his innocence.

Document C is a Reuters photograph from June 3, 2020, showing a masked Black person at a protest holding a sign that asks, "When do I go from cute to DANGEROUS?" The contrast between "cute" and "DANGEROUS" makes visible the racialized suspicion that can cause a Black person to be perceived as threatening. Unlike the written accounts, the photograph presents this message directly in a public protest and gives a face and a sign to the act of speaking out.

Document D, a young Black student's testimony about the 2020 election, combines hope with continuing anxiety. Kamala Harris's expected move into the vice-presidency as a woman of colour could open doors and help girls of colour imagine themselves as future leaders. Yet older African American students advised others not to go out, and the narrator feared becoming a target if tensions escalated. Political representation is thus meaningful, but it does not immediately remove the insecurity caused by racism.

Together, the documents show that racial prejudice operates through everyday assumptions as well as open intimidation, and that its effects include humiliation, self-censorship and fear. Education, protest and representation can challenge these attitudes, but the accounts do not suggest that change is automatic or complete.

Traduction en français

Question Partie 2

Sujet p. 2, 4

> Traduisez en français le passage suivant du document B (l. 10-15) : « One year, one of the few black students at my high school found a noose hanging in his locker one day. The culprit — a white student — was quickly discovered, and all he had to do to get out of trouble was issue a lame apology. […] I convinced my best friend to wear black armbands in school to protest. This act earned me no greater respect, and actually greater ridicule. Several of our teachers thought it was funny and even prompted our classmates to laugh at our expense. » Note : “a noose” signifie « un nœud coulant ».

Méthode : la traduction conserve le sens et l’ordre du passage, tout en employant des formulations naturelles en français. « Get out of trouble » signifie éviter les ennuis ou se tirer d’affaire, et « at our expense » se traduit par « à nos dépens ». Le texte parle de *black armbands* au pluriel : la traduction conserve donc le pluriel. L’ellipse présente dans le passage est maintenue.

> **RÉPONSE À RETENIR**
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> Un jour, l’un des rares élèves noirs de mon lycée a trouvé un nœud coulant suspendu dans son casier. Le coupable — un élève blanc — a été rapidement découvert, et il lui a suffi de présenter de pitoyables excuses pour se tirer d’affaire. […] J’ai convaincu mon meilleur ami de porter des brassards noirs au lycée pour protester. Cet acte ne m’a valu aucun respect supplémentaire, mais plutôt davantage de moqueries. Plusieurs de nos professeurs ont trouvé cela drôle et ont même incité nos camarades de classe à rire à nos dépens.

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Sujet 2

20 points

Relation au monde : les relations entre les peuples aborigènes et insulaires du détroit de Torres et les Australiens non autochtones dans l’Australie postcoloniale

Synthèse en anglais

Question Partie 1

Sujet p. 6, 7, 8, 9, 10

> Prenez connaissance du dossier proposé, composé des documents A, B et C non hiérarchisés, et traitez en anglais le sujet suivant (500 mots environ) : « Taking into account their specificities, say how the documents explore the relationships of Aboriginal and Torres Strait Islander people with non-Indigenous Australians in post-colonial Australia. »

Démarche : il faut répondre en anglais et articuler les documents sans les réduire à un seul point de vue : le document A est une photographie assortie d’une légende historique, le document B un article journalistique qui revient sur des excuses politiques, et le document C une infographie statistique. La synthèse met en relation la politique d’assimilation et les séparations familiales du passé, la reconnaissance officielle de ces injustices et la persistance d’inégalités mesurables. Le texte ci-dessous est rédigé en anglais et avoisine les 500 mots.

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RÉPONSE À RETENIR

The three documents explore the relationship between Aboriginal and Torres Strait Islander people and non-Indigenous Australians as one shaped by racist policies, family separation and unequal power, but also by attempts at recognition and reconciliation. Their different forms—a historical photograph and caption, a journalistic article, and a statistical infographic—show that acknowledging past wrongs matters, yet has not in itself brought about equality.

Document A is a photograph extracted from A. O. Neville's 1947 book, *Australia's Coloured Minority*. Its caption identifies the people shown, reading from right to left, as three generations: a "half-blood" grandmother, a "quadroon" daughter and an "octaroon" grandson. These labels classify the family according to ancestry and degrees of Aboriginal identity. The accompanying information makes the political meaning of this classification clear: Neville was Chief Protector of Aborigines from 1915 to 1936 and promoted a racist assimilation programme called "Breeding out the colour". The image is therefore not simply a family portrait; its labels reflect an official ideology that sought to assimilate Indigenous people and make Aboriginal identity disappear across generations. It reveals the power of non-Indigenous authorities to define Indigenous people in racial terms and to interfere in their lives.

Document B looks back at a later effort to confront that history. In an article published in 2016, Stan Grant reflects on the apology Kevin Rudd made to Australia's Indigenous people in 2008. Rudd acknowledged the harm caused by successive governments' laws and policies, particularly the forced removal of Indigenous children from their families. Between 1910 and 1970, the article states, between 10% and 30% of Indigenous children were taken away. The apology addressed the Stolen Generations, their descendants and the families and communities left behind. Grant presents it as a significant public recognition of suffering and as an attempt to reconcile Australia with its past. Its intended recipients were Indigenous Australians, and Rudd argued that their acceptance was necessary for the relationship to begin to heal.

However, the article stresses that words alone cannot repair the damage. Governments established Closing the Gap targets in areas including life expectancy, education and employment, but measurable improvements were still failing to meet those targets, especially for life expectancy. Grant contrasts the hopes attached to the apology with the "harsh realities" that followed, and concludes that, eight years later, "the country is still waiting". Reconciliation thus appears as an unfinished process, not a completed settlement.

Document C supports this argument with figures from the Australian Human Rights Commission. In 2015–2017, Aboriginal and Torres Strait Islander people's average life expectancy was eight years lower than that of non-Indigenous Australians. In 2016, unemployment among Indigenous people aged 15–64 was 18.4%, against 6.8% among non-Indigenous people. Indigenous children and young people aged 5–17 were five times more likely to die by suicide, and the national imprisonment rate was fifteen times higher for Aboriginal and Torres Strait Islander people. In 2017, Indigenous children made up 37% of children in out-of-home care. The infographic also records progress: the share of Indigenous people aged 20–24 who had attained Year 12 or an equivalent qualification increased from 47.4% in 2006 to 65.3% in 2016.

Taken together, the documents trace a movement from racist assimilation and family separation to official acknowledgment and continuing efforts to reduce inequality. The educational progress shown in Document C is significant, but the persistent gaps in health, employment, suicide, imprisonment and child welfare underline how much remains to be done to transform the relationship.

Traduction en français

Question Partie 2

Sujet p. 6, 8

> Traduisez en français le passage ci-dessous du document B (l. 19-24) : « Each year Rudd revisits the apology with a speech to mark its anniversary. I spoke to Rudd as he passed through Geneva in Switzerland on his way to Australia to deliver his annual address. “I believe it was absolutely the right thing to do as the first act in my prime ministership in parliament. This had been unfinished business for the nation for a very long time and it was time to bring that chapter to a close,” Rudd said. »

Démarche : il faut conserver les temps et les relations entre les propositions, et traduire les expressions dans un français naturel. « To mark its anniversary » signifie « pour en marquer l’anniversaire » ; « passed through Geneva » signifie qu’il faisait étape à Genève ; « prime ministership » renvoie à la fonction ou au mandat de Premier ministre. Enfin, « unfinished business » désigne une question restée en suspens, et « bring that chapter to a close » signifie clore ce chapitre.

RÉPONSE À RETENIR

Chaque année, Rudd revient sur ces excuses dans un discours prononcé pour en marquer l’anniversaire. J’ai parlé avec Rudd alors qu’il faisait étape à Genève, en Suisse, en route pour l’Australie, où il devait prononcer son allocution annuelle.

« Je crois que c’était absolument la bonne chose à faire, comme premier acte de mon mandat de Premier ministre au Parlement. Cette question était restée en suspens pour le pays depuis très longtemps, et le moment était venu de clore ce chapitre », a déclaré Rudd.

Sujet : https://www.sujetdebac.fr/annales-pdf/2023/spe-llcer-amc-2023-la-reunion-sujet-officiel.pdf
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