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

CORRIGÉ NON OFFICIEL

Proposition de corrigé rédigée par FormaV avec l'aide d'outils d'intelligence artificielle. Elle peut contenir des erreurs et ne remplace ni le corrigé ni le barème officiels de l'examen.

Les sujets officiels des sessions passées et nos sujets d'entraînement sont classés sur https://bac-hlp-llcer.fr/annales-sujets-et-corriges

Document mis en ligne par FormaV®. Reproduction ou diffusion sans autorisation interdite.

Langues, littératures et cultures étrangères et régionales — Anglais monde contemporain

Session 2024 • Centres étrangers

Code sujet **24-LLCERANMCG11** 3 heures 30

Proposition de corrigé pédagogique • FormaV

Se repérer dans le corrigé

Sujet 1 — Environnements en mutation — l'impact du tourisme à Hawaii
2 réponses • sujet p. 2–5

Sujet 2 — Faire société — l'évolution du California Dream et les inégalités sociales et économiques
2 réponses • sujet p. 6–9

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

FormaV - document d'entraînement non officiel

Sujet 1

20 points

Environnements en mutation — l’impact du tourisme à Hawaii

Sujet 1

Question Partie 1

Sujet p. 2, 3, 4, 5

> 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 the viewpoints expressed in the documents, consider the impact of tourism in Hawaii. Pay attention to the environmental, cultural and economic aspects as well as the solutions to improve the situation. »

La synthèse doit répondre en anglais et croiser les trois documents autour des dimensions environnementale, culturelle et économique, avant de présenter les pistes d’amélioration. Le document A donne des exemples concrets à Makua Beach, le document B analyse le regard porté sur Hawaii et propose les visites DeTours, tandis que le document C mesure l’évolution de l’opinion des habitants. Les chiffres de ce dernier document indiquent une inquiétude croissante, mais ne signifient pas que tous les habitants rejettent le tourisme.

FormaV - document d'entraînement non officiel

RÉPONSE À RETENIR

Hawaii's natural beauty has made it a popular tourist destination, but the documents show that tourism can put pressure on the environment and local communities. The central challenge is to reconcile visitors' presence with the islands' capacity and with the needs, history and culture of their inhabitants.

Document A illustrates the environmental consequences at Makua Beach, on Oahu. Once remote from the crowds of Waikiki, the beach has attracted more visitors over the past decade, particularly after people began sharing its location on social media. On the Sunday described, the car park is already full early in the day. Snorkellers hoping to see dolphins may disturb Hawaiian spinner dolphins, which use the area to sleep. Visitors also take an illegal cave hike or camp illegally on the beach. With no nearby bathrooms, toilet paper and other rubbish accumulate in the bushes. The volunteers of Protectors of Paradise organise weekly beach clean-ups and try to teach visitors to respect the area, but they cannot cover the whole site. Makua is only one of many places affected by an industry that some people believe has grown beyond the islands' capacity.

Tourism also has cultural consequences. In document B, activist Mr Kajihiro criticises visitors who treat Hawaii as a "play land": they come to escape everyday life and may pay little attention to local culture, history or social justice. Some visitors' contact with Hawaiian culture is limited to watching a hula show at a hotel luau. Such a superficial, postcard-like image can conceal a painful past. As document A explains, Makua is not simply a beautiful beach to Micah Doane: his grandmother's family was among those evicted to make way for military training infrastructure during the Second World War. Document B also connects Hawaii's history to colonisation and militarisation, and argues that ignoring these realities harms Hawaii and its people.

The economic impact is presented chiefly through its costs for residents. The activists in document B associate tourism with overcrowding, a higher cost of living and higher prices for goods. Document C suggests that public attitudes have shifted between 2009 and 2018: the share of respondents who agreed that tourism had brought more benefits than problems fell from 78% to 59%, while the share who agreed that the island was being run for tourists at the expense of local people rose from 49% to 66%. These figures do not prove that tourism brings no benefits, but they point to growing concern that its effects are not acceptable to many residents.

The documents also offer ways to improve the situation. At Makua, Protectors of Paradise combine practical clean-ups with education about respecting the area. The DeTours described in document B offer visitors a deeper understanding of Hawaii from local Hawaiians' perspective. Their itinerary includes Iolani Palace, historic immigrant neighbourhoods, military sites and Pearl Harbor, challenging familiar tourist images with less comfortable historical facts. These initiatives can encourage more responsible behaviour and a more informed relationship with the islands. More broadly, visitors should respect environmental rules and local history, while tourism must remain within what the islands and their communities can sustain. The documents therefore suggest not rejecting tourism, but changing how it is practised so that it does not come at the expense of Hawaii's environment and people.

Question Partie 2

Sujet p. 2, 3

> Traduisez en français le passage suivant du document A (l. 5-10) : « While this is a place that would make a striking Instagram post for visitors, it has become a source of sadness for Micah Doane. His grandmother's family was one of many who were evicted from the area to make way for military training infrastructure during the second world war. Doane grew up taking trips to Makua with his family, including his grandmother's brother, Ivanhoe Naiwi, who shared the heartache of the family's displacement and passion for preserving the area with Doane. »

Il faut préserver le contraste entre l'image attrayante du lieu pour les visiteurs et la tristesse qu'il inspire à Micah Doane. « Would make » exprime ici une possibilité et se rend naturellement par « ferait ». « To make way for » signifie « pour faire place à ». Enfin, « the heartache of the family's displacement » désigne la douleur causée par le déplacement de la famille ; Ivanhoe Naiwi partageait cette douleur et la volonté de préserver le lieu avec Doane.

RÉPONSE À RETENIR

Alors que ce lieu ferait une photo Instagram saisissante pour les visiteurs, il est devenu une source de tristesse pour Micah Doane. La famille de sa grand-mère faisait partie des nombreuses familles qui ont été expulsées de la région pour faire place à des installations d'entraînement militaire pendant la Seconde Guerre mondiale. Durant son enfance, Doane se rendait à Makua avec sa famille, notamment avec Ivanhoe Naiwi, le frère de sa grand-mère, qui partageait avec lui la douleur causée par le déplacement de la famille ainsi que la passion de préserver le lieu.

FormaV - document d'entraînement non officiel

Sujet 2

20 points

Faire société — l’évolution du California Dream et les inégalités sociales et économiques

Sujet 2

Question Partie 1

Sujet p. 6, 7, 8, 9

> 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 the specificities of the documents, consider the evolution of the California Dream, the widening social and economic divide and its impact on the population. »

Pour traiter le sujet, il faut croiser les trois documents et ne pas les réduire à une seule crise du logement : le document A décrit la transformation de la promesse californienne, le document B associe témoignage personnel et arguments sur ses effets sociaux, et le document C utilise la satire visuelle. La synthèse ci-dessous est rédigée en anglais, comme demandé, et relie l’évolution du California Dream aux inégalités et à leurs conséquences.

FormaV - document d'entraînement non officiel

RÉPONSE À RETENIR

For generations, California has embodied the American Dream: a place where natural beauty, cultural influence and economic opportunity could offer people a better life. The documents show that this image has not disappeared, but that it has become harder to reconcile with the realities of inequality, unaffordable housing and homelessness.

Document A recalls the state's long-standing appeal, from its coastline to Hollywood and Silicon Valley. For around 170 years, its growth seemed constant and its expansion limitless. In the early 2020s, its population had reached nearly 40 million, and another 10 million residents were expected in the coming decades. Yet the trend has since reversed: California has lost more people than it has gained for three consecutive years and its population has fallen below 39 million. The state is now even expected to stagnate for the next four decades. These changes prompt California to reconsider its identity. Mr. Dove's experience illustrates the contrast between past and present. After moving from Dallas to Los Angeles as a child in 1945, he felt free to pursue his ambitions and later studied at Harvard. At 88, he recognises that comparable paths may now seem unattainable to many, despite the state's resources, because wealth is not shared widely enough. In his words, California remains a dream, "but there's not enough for everybody."

The housing crisis makes this divide concrete. Document A cites soaring rents, a median sale price of about $830,000 for a single-family home and the spread of homeless encampments. These conditions undermine the promise of an easy life in a pleasant climate. Writer Héctor Tobar argues that the decline of the middle class is part of what California is losing. Document B shows that the crisis is not confined to Los Angeles or the Bay Area. Its author remembers being displaced from a Fresno apartment at the age of seven and moving from shelter to shelter. As high housing costs in the larger urban areas push people towards outlying regions, Fresno, once relatively affordable, has also become a crisis centre: rents there rose by 28% in 2021, the fastest increase among major US cities cited in the article.

The consequences reach individuals and communities. Fresno families may be one financial emergency away from eviction, and the region's unhoused population rose by nearly 16% over two years. Among young California voters surveyed, 40% had taken second jobs, almost a quarter had missed a rent payment, and nearly as many had considered leaving the state because of the cost of living. Half identified housing or homelessness as their main concern. The author's account also conveys the shame and helplessness that displacement can bring. Document C makes the same inequality visible through satire: cars labelled "RICH" and "MIDDLE CLASS" share the road, while a study headline says wealth keeps moving to California. A roadside sign announces that the viewer is leaving California and invites them to come back "if you can afford it". The joke suggests that the state may attract wealth while ordinary people struggle to afford to stay.

Document B calls for stronger state-level responses, given the limited action taken locally to protect renters. It points to the 2019 law capping rent increases and to Senate Bill 567, which would strengthen tenant protections and enforcement by closing loopholes. Together, the documents suggest that preserving the California Dream requires making housing and opportunity more accessible, rather than allowing prosperity to benefit only some residents.

Question Partie 2

Sujet p. 6, 7

Traduisez en français le passage suivant du document A (l. 13-18) : « When Mr. Dove moved as a child to Los Angeles from Dallas in 1945, he felt a sense of freedom when it came to his ambitions. Graduating from Compton High School, he went on to study at Harvard University. But now, at 88 years old, Mr. Dove acknowledges that similar trajectories can feel unattainable to many in a region that he believes has plenty of resources but struggles

FormaV - document d'entraînement non officiel

> to spread the wealth. “California is still the dream,” he said, “but there’s not enough for everybody.” »

On traduit le récit au passé et on conserve les noms propres des établissements. « Felt a sense of freedom when it came to his ambitions » exprime l’idée qu’il se sentait libre de poursuivre ses ambitions. « Went on to study » indique la suite de son parcours, et « spread the wealth » signifie que les richesses sont mal réparties.

RÉPONSE À RETENIR

Lorsque M. Dove a déménagé de Dallas à Los Angeles alors qu’il était enfant, en 1945, il s’est senti libre de poursuivre ses ambitions. Après avoir obtenu son diplôme à la Compton High School, il a poursuivi ses études à l’université Harvard. Mais aujourd’hui, à 88 ans, M. Dove reconnaît que des parcours similaires peuvent sembler hors d’atteinte pour beaucoup de gens dans une région qui, selon lui, dispose de nombreuses ressources, mais peine à répartir les richesses. « La Californie reste un rêve, a-t-il dit, mais il n’y en a pas assez pour tout le monde. »

Sujet : https://www.sujetdebac.fr/annales-pdf/2024/spe-llcer-amc-2024-centres-etrangers-sujet-officiel.pdf
© FormaV EI • Proposition de correction, distincte d'un corrigé officiel.

Copyright © 2027 FormaV®. Tous droits réservés.

FormaV® est une marque déposée auprès de l'INPI sous le numéro 5227897.

Ce document a été élaboré par FormaV® avec le plus grand soin afin d'accompagner chaque apprenant vers la réussite de ses examens. Son contenu (textes, graphiques, méthodologies, tableaux, exercices, concepts, mises en forme) constitue une œuvre protégée par le droit d'auteur.

Toute copie, partage, reproduction, diffusion ou mise à disposition, même partielle, gratuite ou payante, est strictement interdite sans accord préalable et écrit de FormaV®, conformément aux articles L.111-1 et suivants du Code de la propriété intellectuelle. Dans une logique anti-plagiat, FormaV® se réserve le droit de vérifier toute utilisation illicite, y compris sur les plateformes en ligne ou sites tiers.

En utilisant ce document, vous vous engagez à respecter ces règles et à préserver l'intégrité du travail fourni. La consultation de ce document est strictement personnelle.

Merci de respecter le travail accompli afin de permettre la création continue de ressources pédagogiques fiables et accessibles.