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

Session 2024 • Métropole • Remplacement

Code sujet **24-LLCERANMCME3** 3 heures 30

Proposition de corrigé pédagogique • FormaV

Se repérer dans le corrigé

Exercice 1 — Sujet 1 — Faire société : la renaissance de la langue māorie, son statut, ses usages et le rôle des institutions
2 réponses • sujet p. 2–5

Exercice 2 — Sujet 2 — Relation au monde : le rôle symbolique et le pouvoir diplomatique de la monarchie britannique, et les enjeux de la succession
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.

Exercice 1

20 points

Sujet 1 — Faire société : la renaissance de la langue māorie, son statut, ses usages et le rôle des institutions

Partie 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) : “Say what the documents show about the revival of the Māori language. Pay attention to its status and use, as well as the role played by institutions in this revival.”

Démarche : La synthèse doit articuler les trois documents autour de l’histoire de la langue, de son statut, de ses usages actuels et des acteurs de sa revitalisation. Le document A met en évidence la reconnaissance officielle et la présence culturelle du te reo Māori ; le document B rappelle la répression, donne des chiffres et décrit les initiatives d’apprentissage ; le document C montre une évolution des niveaux déclarés de compétence. Le graphique ne fournit pas d’étiquettes chiffrées sur les barres : il convient donc d’en commenter les tendances sans avancer de valeurs exactes. La réponse ci-dessous est rédigée en anglais, comme demandé.

RÉPONSE À RETENIR

The documents present the revival of te reo Māori as a response to a history of suppression and as an effort to make the language a living part of contemporary New Zealand society. They show that official recognition and growing visibility are important, but that neither automatically ensures that the language will be passed on or spoken fluently.

Document B recalls that Māori was still the predominant language in New Zealand at the beginning of the nineteenth century. As English-speaking colonial arrivals increased, Māori was suppressed in order to assimilate Māori children. Kenny Williams's testimony conveys the lasting effect of this policy: his grandparents were not allowed to speak the language, so they did not pass it on to his parents, who could not pass it on to him. The language is therefore still vulnerable, as UNESCO has classified it. The figures in the article underline the gap between Māori people's share of the population, about 16.5%, and the proportion of the whole population who spoke the language in 2013: around 3.7%. The number of fluent speakers was smaller still.

There are, however, signs of renewed interest and improving ability. Document C compares people aged 15 and over in 2016, 2018 and 2021. The proportion who report knowing no more than a few words or phrases falls across the period, while the bars for speaking in day-to-day conversation, either not very well or at least fairly well, rise overall. The chart thus suggests gradual progress, but also shows that conversational ability remains far from universal.

Institutions have helped make revitalisation possible. A petition with 30,000 signatures was delivered to the government in 1972, calling for active recognition of te reo Māori. It ultimately led to the Māori Language Act of 1987, which gave the language official status in Aotearoa, New Zealand. More recently, the government has pledged to enable one million residents to speak basic Māori by 2040. Educational institutions respond to demand too: in late 2019, hundreds of people were waiting for language classes at Auckland University of Technology, and Ara Institute of Canterbury reported a 35% increase in enrolments between 2018 and 2019. At Auckland University of Technology, Māori and non-Māori students make up roughly equal shares of the classes.

Revival also depends on Māori communities and wider public participation. Māori people are reclaiming their language, while non-Māori learners may be motivated by national identity, professional reasons or a sense of moral responsibility. Its use is becoming more visible in everyday life: the national anthem is sung in both English and Māori at sporting events; Vodafone uses "VF Aotearoa", Microsoft has Māori names for meeting rooms, and Pic's has translated its labels. Popular culture contributes as well. Māori-language adaptations of *The Lion King* and *Frozen*, along with Māori words such as *kai*, *whānau* and *kia kaha* in everyday conversation, bring the language to broader audiences.

Taken together, the documents show that legal recognition, education, public institutions, popular culture and social acceptance reinforce one another. The challenge is to turn this growing visibility into sustained everyday use and intergenerational transmission.

Partie 2

Question Partie 2

Sujet p. 2, 4

Traduisez en français le passage suivant du document B (l. 11-17) : "The language of New Zealand's original inhabitants was still the country's predominant tongue at the beginning of the 19th century, but it was suppressed over the following decades to ensure that Māori children assimilated with the growing number of English-speaking

> colonial arrivals. ‘My grandparents weren’t allowed to speak it, so they didn’t pass it down to my parents and my parents didn’t pass it down to me,’ says 36-year-old Kenny Williams. Today Māori people comprise about 16.5% of the population.”

Démarche : Il faut restituer le contraste entre la prédominance ancienne du māori et sa répression ultérieure, ainsi que le but d’assimilation des enfants. Dans la citation, *pass it down* signifie transmettre la langue aux générations suivantes. Le dernier chiffre concerne la part des Māori dans la population.

RÉPONSE À RETENIR

Au début du XIX^{e} siècle, la langue des premiers habitants de la Nouvelle-Zélande était encore la langue prédominante du pays, mais elle fut réprimée au cours des décennies suivantes afin que les enfants māoris s’assimilent aux colons anglophones de plus en plus nombreux. « Mes grands-parents n’avaient pas le droit de la parler ; ils ne l’ont donc pas transmise à mes parents, et mes parents ne me l’ont pas transmise », explique Kenny Williams, âgé de 36 ans. Aujourd’hui, les Māori représentent environ 16,5 % de la population.

Exercice 2

20 points

Sujet 2 — Relation au monde : le rôle symbolique et le pouvoir diplomatique de la monarchie britannique, et les enjeux de la succession

Partie 1

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 three documents, say what they show about the British monarchy’s symbolic role on the international stage, its diplomatic power and the challenges raised by the succession.”

Démarche. La synthèse met en relation les trois documents autour de l’influence symbolique et diplomatique de la monarchie, sans lui attribuer de pouvoir exécutif. Elle confronte l’héritage international d’Élisabeth II aux usages que Charles III fait de sa visibilité, puis interprète le dessin comme une image des attentes liées à la succession.

RÉPONSE À RETENIR

Taken together, the three documents show that the British monarchy can exert considerable symbolic and diplomatic influence internationally, even though the Sovereign has no political or executive role. They also reveal the challenge facing Charles III: he inherits the visibility and prestige built up by Elizabeth II, but must establish his own place.

Document A presents Elizabeth II as the embodiment of British soft power. Her reign of more than seventy years made her a source of continuity across generations and political eras. She met fourteen US presidents and appointed fifteen British prime ministers, while interacting with both leaders and ordinary people around the world. Her longevity also connected Britain to countries that had once been part of its empire. The article says that she helped bring former colonies together in the Commonwealth, which now comprises 54 nations. India, despite having gained independence, voluntarily remained a member. Elizabeth acted as a bridge between Indian leaders, from Jawaharlal Nehru, who attended her coronation in 1953, to Narendra Modi, whom she met in 2018. Yet this conciliatory role had limits: she never apologised to India for the excesses of the British Empire. Her visits and public presence could project a more benevolent image of Britain, but could not undo colonial history.

Document B illustrates how a monarch's symbolic standing can also provide a setting for diplomacy. In 2023, on his way to a NATO summit in Lithuania, Joe Biden stopped in England to meet King Charles at Windsor. Their discussion of climate investment was unusually policy-focused compared with the traditionally ceremonial meetings between US presidents and British monarchs. Charles had long advocated sustainability, and the encounter gave him a prominent platform for an issue he cared about. Biden, in turn, could display his commitment to climate action. The meeting therefore served both men's purposes. However, the article stresses that the Sovereign has no political or executive role: Charles can advocate, draw attention to an issue and contribute to diplomatic relations, but he cannot decide government policy. Nor was the meeting guaranteed to produce progress or formal promises. Biden's friendly pat on the King's back, despite breaking royal protocol, is presented chiefly as a symbol of warmth between the two men and their nations.

Document C makes the pressure of succession visible through a visual pun. Charles III is shown beside, and standing in, an enormous shoe marked "Queen Elizabeth"; the caption reads "Big shoes to fill..." The image suggests that following a monarch who became an institution in her own lifetime is a daunting task. Charles inherits not only the throne but also expectations created by Elizabeth's exceptional longevity and international reputation. He must preserve the monarchy's continuity while developing a credible identity of his own. Document B points to one way he may do so: by continuing his advocacy on climate issues and using his public position to encourage international attention, without claiming executive authority.

Overall, the documents portray the monarchy's international power as primarily relational and symbolic. Continuity, personal encounters and public visibility can support diplomacy and project influence, but they cannot replace political decision-making or settle historical grievances. Charles's challenge is to make meaningful use of the platform he has inherited while living up to, and distinguishing himself from, Elizabeth II's legacy.

Partie 2

Question Partie 2

Sujet p. 6, 7

Rendez compte des principales idées exprimées dans le document A, en français et de manière structurée (100-

120 mots).

Démarche. Le compte rendu synthétise les idées centrales du document A en les organisant autour de trois aspects : la continuité incarnée par Élisabeth II, son rôle dans les relations avec le Commonwealth et l'Inde, puis les limites de cette image conciliatrice. Il reformule le texte sans le traduire phrase à phrase. Le compte rendu ci-dessous compte 110 mots.

RÉPONSE À RETENIR

Le document A présente Élisabeth II comme l'incarnation d'un soft power fondé sur la continuité. Reine pendant plus de soixante-dix ans, elle a traversé les générations et rencontré quinze Premiers ministres britanniques et quatorze présidents américains. Après la décolonisation, elle a contribué à réunir les anciennes colonies au sein du Commonwealth, qui compte 54 nations. L'Inde indépendante a choisi d'y rester ; la reine a servi de passerelle entre ses dirigeants, de Nehru à Modi. Toutefois, elle n'a jamais présenté d'excuses pour les excès de l'Empire britannique. Ses déplacements visaient à montrer une image bienveillante du Royaume-Uni. Sa constance et son dévouement au devoir lui valaient l'admiration de monarchistes comme de républicains.

Sujet : https://www.sujetdebac.fr/annales-pdf/2024/spe-llcer-amc-2024-metropole-remplacement-sujet-officiel.pdf
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