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BACCALAURÉAT GÉNÉRAL

ÉPREUVE D'ENSEIGNEMENT DE SPÉCIALITÉ

SESSION 2025

LANGUES, LITTÉRATURES ET CULTURES ÉTRANGÈRES ET RÉGIONALES

ANGLAIS MONDE CONTEMPORAIN

Durée de l'épreuve : **3 heures 30**

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Dès que ce sujet vous est remis, assurez-vous qu'il est complet.
Ce sujet comporte 10 pages numérotées de 1/10 à 10/10.

Le candidat traite au choix le sujet 1 ou le sujet 2.
Il précisera sur la copie le numéro du sujet choisi.

Répartition des points

Synthèse	16 points
Traduction ou transposition	4 points

SUJET 1

Le sujet porte sur la thématique « Faire société »

Partie 1 : synthèse en anglais (16 pts)

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 the specificities of the four documents, analyze how the issue of gender inequality in education is addressed in Kenya.

Partie 2 : traduction en français (4 pts)

Traduisez en français l'extrait suivant du document D (l. 10 – l. 15)

Her father's unwavering support gave her strength. Nyipir often told her stories of powerful women in history, reminding her that gender should never be a barrier to success. He believed in a future where girls and boys would stand as equals, each given the same opportunities to learn and grow.
Ajany excelled in her studies, consistently earning top marks. Her achievements began to shift the perceptions of those around her.

Document A

The Plight of Girls in Kenya: Overcoming Challenges for a Brighter Future

[…] Poverty, lack of access to education, and cultural norms that perpetuate gender inequality are some of the challenges faced by little girls in Kenya. These challenges have far-reaching effects on the physical, emotional, and psychological well-being of girls in Kenya. For example, child marriage, lack of access to education, and sexual exploitation and abuse can limit a girl's future prospects and perpetuate the cycle of poverty. [...]

Statistics underscore the grim educational reality for girls in Kenya. Less than 20% of girls aged 15-19 in Kenya complete secondary education, with even fewer progressing to further education. This situation is exacerbated in regions grappling with high poverty rates and gender inequality, where enrollment rates plummet. In some areas, as few as one in 15 girls are enrolled in primary school. These statistics underscore the pressing need for concerted efforts to eliminate barriers to education for Kenyan girls. [...]

Cultural norms dictate that girls must assume domestic roles, including cooking and cleaning, restricting their access to education and future job opportunities.

These entrenched cultural norms act as significant barriers to gender equality in Kenya. To empower girls and pave the way for a brighter future, it is imperative to challenge and reshape these norms while providing increased access to education and resources.

Montse DOMINGUEZ MUNLLONCH, 8 November 2023

www.coachabilityfoundation.org[1]

[1] Coachability Foundation is a non-profit organization based in the Netherlands.

Document B

One of SHOFCO's[1] early projects was Kibera[2] School for Girls, which recruited some of the most impoverished girls in the slum. Their parents were sometimes illiterate, and one-fifth of those little girls had been sexually assaulted. Yet the girls knew that they were special, and with intensive tutoring they turned into star students, outperforming children at expensive Kenyan private schools. [...]

SHOFCO has spread through low-income communities across Kenya and now boasts 2.4 million members, making it one of the largest grass-roots organizations in Africa. [...]

Lauren Odhiambo, 23, is a SHOFCO member whose dad died when she was young. She shares a two-room shanty with six family members and occasional rats. The home has no kitchen or running water, and evening requires some planning: the neighborhood toilet is locked from 10 p.m. to 6 a.m.

Her mom earns $70 a month washing other people's clothes. But Lauren joined SHOFCO and took a computer skills class that led to a job that pays $250 a month. Lauren has used that income to work her way through the University of Nairobi, and this year she will become the first person in her family with a college degree. After graduation, she expects to find a job paying $400 a month.

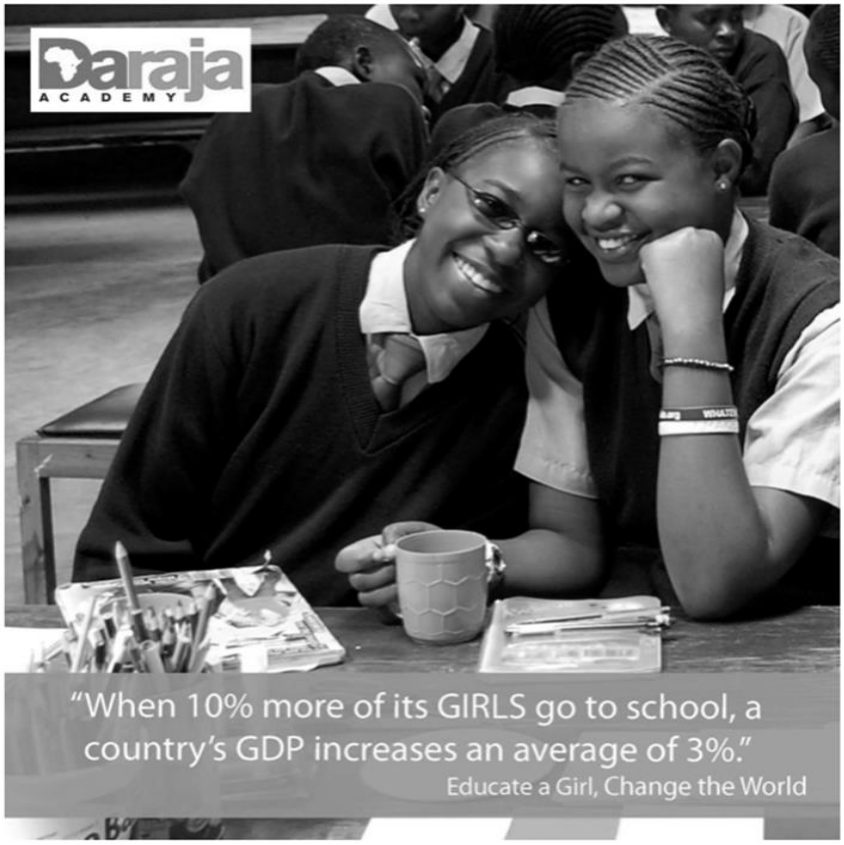
This wouldn't have happened without SHOFCO, she said, and I asked her why, expecting her to talk about the computer skills she learned. Instead, she made a broader point: the program taught her that slum dwellers are as good as anybody else.

"I gained not just skills," she said. "I gained confidence." As for the ongoing challenges she sees around her in Kibera, she added, "It's on us to change it."

Nicholas KRISTOF, www.nytimes.com, 11 January 2023

[1] SHOFCO (SHining HOpe For COmmunities) is a self-help association.
[2] Kibera is a slum in Nairobi, Kenya.

Document C



www.globalgiving.org

- Daraja Academy is a boarding school for girls in Kenya, founded in 2009.
- GDP: Gross Domestic Product

Document D

In the dusty classrooms, Ajany was one of the few girls. She sat with a straight back, her eyes bright with curiosity and determination. Despite the traditional views that often kept girls at home, Nyipir insisted that Ajany continue her education. He knew that an educated girl would grow into a powerful woman, capable of making her own choices and contributing to society.

Ajany's presence in the school was met with mixed reactions. Some teachers were supportive, recognizing her intelligence and drive. Others were skeptical, questioning why a girl needed an education. Ajany ignored the whispers and focused on her studies, determined to prove that she was just as capable as any boy.

Her father’s unwavering support gave her strength. Nyipir often told her stories of powerful women in history, reminding her that gender should never be a barrier to success. He believed in a future where girls and boys would stand as equals, each given the same opportunities to learn and grow.

Ajany excelled in her studies, consistently earning top marks. Her achievements began to shift the perceptions of those around her. More girls started attending school, inspired by her example and the changing attitudes in the community. Nyipir’s vision of gender equality was slowly becoming a reality, one educated girl at a time.

Yvonne ADHIAMBO OWUOR, *Dust,* 2015

SUJET 2

Le sujet porte sur la thématique « Environnements en mutation »

Partie 1 : synthèse en anglais (16 pts)

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 three documents, explore the evolution of the relationship between Americans and their cars.

Partie 2 : transposition en français (4 pts)

Rendez compte en français des idées principales du document A (130 mots environ).

Document A

Reinventing wheels

Driverless vehicles will change the world, just as cars did before them. What went wrong last time round holds valuable lessons for getting it right this time, says Tom Standage

Autonomous vehicles (AVs) are not yet quite ready to operate without human supervision. But they have made rapid progress in recent years, and can now be seen on the roads in several American cities. […]

Car makers realized that they needed to take AVs seriously — because they will redefine their industry. [...]

"Once the car becomes autonomous, the relevance of car ownership drops materially," says David Lesne of UBS. His firm predicts that robotaxis will take off rapidly after 2025, with 80% of people using them in cities, where available, by 2035. BCG, a consultancy, reckons that by 2030 a quarter of passenger-miles travelled on America's roads will be in shared, self-driving electric vehicles, reducing the number of cars on city streets by 60%, emissions by 80% and road accidents by 90%. […]

Just as cars reshaped the world in the 20th century, in ways good and bad, AVs could change how people live, work and play. They could dramatically reduce the number of road deaths, the time spent sitting in traffic and the space wasted on parking. In urban planning, AVs provide "a great autonomy to address a lot of problems at the same time", says Joel Kotkin, an urban-studies expert in California. "If the 20th century was about cars giving us independence, the 21st will be about autonomous vehicles giving us independence from cars," says Justin Erlich, head of policy for AVs at Uber.

But just as cars had unexpected side-effects, AVs are raising new concerns about safety, cyber-security, liability and inequality. […] A century ago cars promised to provide safe, fast and congestion-free transport. The similarities with the claims now being made about AVs are "eerie", notes Mr Norton.

Tom STANDAGE, www.economist.com, 1 March 2018

Document B

For Adah Crandall, a high-school student in Portland, Oregon, a daily annoyance is family members asking when she is going to learn to drive. Ms Crandall, who is 16, has spent a quarter of her life arguing against the car-centric planning of her city. At 12 she attended a school next to a major road down which thousands of lorries thundered every day. When a teacher invited a speaker to talk about air pollution, she and her classmates were galvanised. Within a year, she was travelling to Salem, Oregon's capital, to demand lawmakers pass stricter laws on diesel engines.

Yet her family still nags her to get her driver's licence. "[It's] seen as this ticket to independence. It's so glorified," she says. Ms Crandall admits her life would be easier if she had access to a car — she would spend less time on buses, and could drive to the coast with her friends. But she hates the idea that she should have to. "Why in our society is our identity so tied to car use?" she asks. "If I choose to comply and get my driver's licence it would be like giving in."

Few technologies defined the 20th century more than the car. On the surface, the love affair with the personal automobile continues unabated into this century. The number of drivers on the world's roads continues to rise almost everywhere. The distance driven by American motorists hit a new peak last year, according to data from the Federal Highway Administration. But there are hints that this is changing. People like Ms Crandall show why. Getting a driving licence was once a nearly universal rite of passage into adulthood. Now it is something that a growing minority of young people either ignore or actively oppose, into their 20s and beyond.

That, in turn, is starting to create more support for anti-car policies being passed in cities around the world. […]

Campaigners detect a sea change. Even a few years ago "there was a sense that we were the weirdos," says Doug Gordon, a founder of "The War on Cars", a podcast based in New York. Now, he says, "more and more elected officials are adopting positions that were [until recently] on the fringe." […]

The Supreme Court said in 1977 that having a car was a "virtual necessity" for anyone living in America. By 1997, 43% of the country's 16-year-olds had driving licences. But in 2020, the most recent year for which figures are available, the number had fallen to just 25%. Nor is it just teenagers. One in five Americans aged between 20 and 24 does not have a licence, up from just one in 12 in 1983. The proportion of people with licences has fallen for every age group under 40, and on the latest data, is still falling. And even those who do have them are driving less. […] It is entirely older drivers who account for still increasing traffic, as baby-boomers who grew up with cars do not give them up in retirement.

The Economist, 16 February 2023

Document C



Buick vintage advertising, www.rarehistoricalphotos.com, 1946

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