

Modèle CCYC : ©DNE

Nom de famille (naissance) :

(Suivi s'il y a lieu, du nom d'usage)

Prénom(s) :

N° candidat :

N° d'inscription :



Liberté • Égalité • Fraternité
RÉPUBLIQUE FRANÇAISE

Né(e) le :

(Les numéros figurent sur la convocation.)

1.1

ÉVALUATION

CLASSE : Terminale

VOIE : ☐ Générale ☐ Technologique ☒ Toutes voies (LV)

ENSEIGNEMENT : ANGLAIS

DURÉE DE L'ÉPREUVE : 1h30

Niveaux visés (LV) : LVA B2 LVB B1

CALCULATRICE AUTORISÉE : ☐ Oui ☒ Non

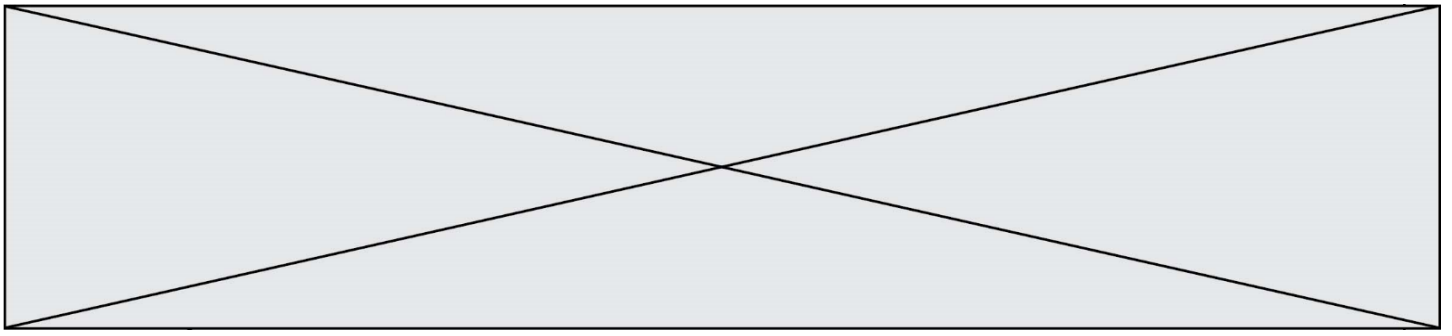
DICTIONNAIRE AUTORISÉ : ☐ Oui ☒ Non

☐ Ce sujet contient des parties à rendre par le candidat avec sa copie. De ce fait, il ne peut être dupliqué et doit être imprimé pour chaque candidat afin d'assurer ensuite sa bonne numérisation.

☐ Ce sujet intègre des éléments en couleur. S'il est choisi par l'équipe pédagogique, il est nécessaire que chaque élève dispose d'une impression en couleur.

☒ Ce sujet contient des pièces jointes de type audio ou vidéo qu'il faudra télécharger et jouer le jour de l'épreuve.

Nombre total de pages : 5



Compréhension de l'oral, de l'écrit et expression écrite

L'ensemble du sujet porte sur l'**axe 8** du programme : **Territoire et mémoire.**

Il s'organise en trois parties :

- 1. Compréhension de l'oral ;**
- 2. Compréhension de l'écrit ;**
- 3. Expression écrite.**

Afin de respecter l'anonymat de votre copie, vous ne devez pas signer votre composition, ni citer votre nom, celui d'un camarade ou celui de votre établissement.

Vous disposez tout d'abord de **cinq minutes** pour prendre connaissance de **la composition** de l'ensemble du dossier et des **consignes** qui vous sont données.

Vous allez entendre trois fois le document de la partie 1 (compréhension de l'oral).

Les écoutes seront espacées d'une minute.

Vous pouvez prendre des notes pendant les écoutes.

À l'issue de la troisième écoute, vous organiserez votre temps (**1h30**) comme vous le souhaitez pour rendre compte **en français** du document oral et pour traiter **en anglais** la compréhension de l'écrit (partie 2) et le sujet d'expression écrite (partie 3).

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1.1

Les documents :

- **Document vidéo**

Titre : *30 Years of Bush Heritage Australia*

Source : *Bush Heritage Australia website, 2021*

- **Texte 1**

What does land mean to Aboriginal people?

Land means different things to non-Indigenous and Aboriginal people. The latter have a spiritual, physical, social and cultural connection. Land management and care are vital for Aboriginal health and provide jobs. Many Aboriginal artworks tell about the connection between people and their land.

5 Non-Indigenous people and land owners might consider land as something they own, a commodity to be bought and sold, an asset to make profit from, but also a means to make a living off it. For Aboriginal people, the relationship is much deeper. Palyku woman Ambelin Kwaymullina explains: "For Aboriginal peoples, country is much more than a place. Rock, tree, river, hill, animal, human – all were formed of the

10 the same substance by the Ancestors who continue to live in land, water, sky. Country is filled with relations. Country is loved, needed, and cared for, and country loves, needs, and cares for her peoples in turn. Country is family, culture, identity. Country is self."

Aboriginal law and spirituality are intertwined with the land, the people and creation, and this forms their culture and sovereignty. The health of land and water is central to

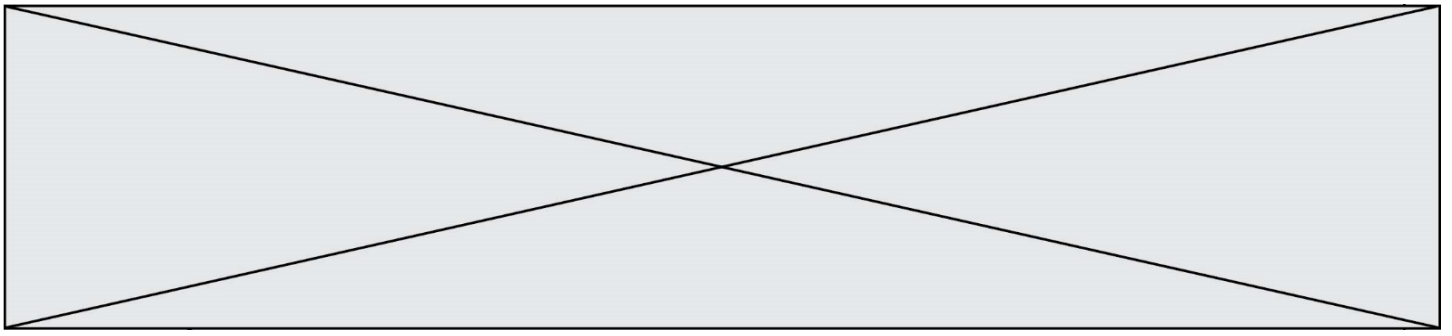
15 their culture. Land is their mother, is steeped in their culture, but also gives them the responsibility to care for it. They feel the pain of the shapes of life in country as pain to the self.

Aboriginal languages described intimately the land and the culture of the people who spoke them. That is why the removal of Aboriginal people from their ancestral

20 lands has been so disastrous because the loss of country leads to loss of that language and culture. Without their connection to land, Aboriginal artists cannot create. Living and working or creating in the land of their birth is vital for an artist's connection to country.

When walking on country, Aboriginal woman Melissa Lucashenko sees another

25 dimension beyond the obvious. "We see the world that white people see, but we are also seeing a mythic landscape at the same time and a historic landscape," she says.



“White people see parks and headlands; we see sacred sites. And we are looking at bush food.” The connection to land gives Aboriginal people their identity and a sense of belonging.

- 30 The Ancestors taught the peoples the ways of living in country, and these ways were called Law. It was Law that sustained the web of relationships established by the Ancestors, and the web of relationships established by the Ancestors formed the pattern that was life itself. This pattern – being life – is everywhere; it exists in a single grain of sand, and is formed again by millions of grains coming together to make desert.
- 35 Country was, and still is to many, a place of learning. It's like a bush library, and often a bush university too.

Meaning of land to Aboriginal people, *Creative Spirits website*, September 2021

Texte 2

Australian bushfires: we save wildlife, restore what was lost, and protect and future-proof Australia.

It's been a year we'll never forget. Australia was hit hard by bushfires during summer 2019-20 – the most catastrophic bushfire season ever experienced in the country's history. So much was lost, and the impacts will be felt for years to come.

- 5 Up to 19 million hectares were burnt, with 12.6 million hectares of forest and bushland. 33 lives were lost and around 3,094 homes destroyed.

Early in January, WWF estimated that at that time, 1.25 billion animals had been killed. As the fires raged well into March, and destroyed even more habitat, we had a scientific duty to update that figure to understand the true impact on our wildlife and natural landscapes.

- 10 At the peak of the fires, our focus was to get emergency support to the amazing frontline organisations, rescuing and caring for injured and fire-affected wildlife.

In fact, nature needs us now more than ever.

WWF Australia website, 2021

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1..1

1. Compréhension de l'oral (10 points)

En rendant compte, **en français**, du document, vous montrerez que vous avez identifié et compris :

- la nature et le thème principal du document ;
- la situation, les événements, les informations ;
- les personnes, leur fonction ou leur rôle et, le cas échéant, leurs points de vue ;
- les éventuels éléments implicites ;
- le but, la fonction du document (relater, informer, convaincre, critiquer, dénoncer, divertir, etc.).

2. Compréhension de l'écrit (10 points)

Give an account of the two texts **in English** and in your own words, taking into consideration the nature of the texts, and the messages they communicate on the importance of land in Australia.

3. Expression écrite (10 points)

Vous traiterez, **en anglais** et en **120 mots** au moins, l'**un** des deux sujets suivants, au choix.

Sujet A

As a member of an Australian land conservation association, you decide to write a letter to the government explaining the consequences of the recent Bush fire on local communities. Write out the letter in which you will also give suggestions for the preservation of the cultural heritage of those communities.

Sujet B

To what extent is it important to perpetuate our cultural heritage? Justify your answer.