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| <b>Modèle CCYC : ©DNE</b><br><b>Nom de famille (naissance) :</b><br><small>(Suivi s'il y a lieu, du nom d'usage)</small> |                           |
| <b>Prénom(s) :</b>                                                                                                       |                           |
| <b>N° candidat :</b>                                                                                                     |                           |
| <b>Né(e) le :</b>                                                                                                        |                           |
|                                          | <b>N° d'inscription :</b> |

(Les numéros figurent sur la convocation.)

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

L'ensemble du sujet porte sur l'**axe 4** du programme : **Citoyenneté et mondes virtuels.**

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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## Les documents :

- Document video

**Titre :** #Thismymob - The first ever app connecting Indigenous people digitally

**Source :** NITV (National Indigenous Television) News, 19 July 2018

- Texte 1

### HARMFUL MEDIA DISCOURSES

A free press is a vital component of any healthy democracy. By reporting issues relevant to the functioning of democracy, journalists can hold leaders and politicians to account, as well as circulate the information necessary for the citizenry to make informed political choices.

- 5 At the same time, some parts of the press have been known to engage in speech that harms vulnerable societal groups. [...]

- Organisations and charity groups are concerned that there is a link between harmful language about marginalised groups in the media and the incidence of hate crimes against them. Victims of harmful media discourses have reported long-term
- 10 consequences for themselves and their communities, including feelings of marginalisation and low self-esteem. [...]

- Harmful speech permeates the Australian media landscape. [...] In 2016, cartoonist Bill Leak was widely criticised for a cartoon, published in *The Australian*, which relied on racist stereotypes about Aboriginal people as “not having any role in raising their
- 15 children.” Indeed, negative reporting about Indigenous peoples continues today — just under half of the coverage of issues pertaining to Aboriginal people in Australia is negative.

By Molly Murphy, *Australian Institute of International Affairs*  
([www.internationalaffairs.org.au](http://www.internationalaffairs.org.au)), 3 March 2022

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- Texte 2

## SOCIAL MEDIA AMPLIFIES INDIGENOUS VOICES, EVEN IF THEY DON'T ALWAYS AGREE

The impacts of social media on national conversations about Indigenous affairs have been revolutionary in the past decade.

They have provided opportunities for Indigenous people to counter the deficit discourse that plagues our media and our institutions.

- 5 It has provided individuals, communities and organisations with the means to engage directly with other Australians on their own terms, for better or worse.

Social media was crucial to the rise of campaigns like #SOSBlakAustralia, which aspired to prevent the closing of remote communities, and #IndigenousDads, which erupted in response to the negative portrayal of Indigenous fathers presented in a cartoon published by *The Australian*.

- 10 It has given Indigenous people an increased sense of agency, and it has provided a means for other people nationally and internationally to engage more meaningfully with Indigenous people and issues in real time — rather than through the lens of media, government, or academia.

- 15 It has also been a crucial tool for breaking down the perception that Indigenous people belong to some imaginary homogenous group, where we all think the same and all do the same, and where solutions to complex issues can be presented in terms of "what Aboriginal people want" or "what Aboriginal people don't want".

- 20 Social media has helped us go from having a select few individuals in the public sphere, who are invited to speak on all of our behalves in the national media, to having thousands of social commentators, each able to reflect their own views and opinions on issues that affect us.

- 25 This has allowed more Indigenous people to establish themselves as valuable social commentators and thinkers, as well as allowing for collective actions and amplification of key issues.

Luke Pearson, [www.abc.net.au](http://www.abc.net.au) (Australian Broadcasting Corporation), 29 May 2017

*Luke Pearson is the founder of @IndigenousX – a platform for Indigenous people – and a digital producer for ABC RN's Indigenous Unit.*

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## 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 (ou personnages), leur fonction ou leur rôle et, le cas échéant, leurs points de vue et la tonalité (comique, ironique, lyrique, polémique, etc.) de leurs propos ;
- les éventuels éléments implicites ;
- le but, la fonction du document (relater, informer, convaincre, critiquer, dénoncer, divertir, etc.).

## 2. Compréhension de l'écrit (10 points)

### a. Compréhension des textes

Give an account of both documents, **in English** and in your own words, focusing on the impact of media and social media on Indigenous people in Australia (Aboriginals) and the way they are perceived in society.

For each text, don't forget to introduce and comment on the sources and authors, and clearly identify the different points that are expressed.

In your account, explain the paradox raised in text 1 and the consequence(s) the increasing number of Indigenous people using social media has in text 2.

### b. Compréhension de l'ensemble du dossier (document vidéo et textes)

In a few sentences, explain how citizenship and virtual worlds are connected in the three documents.

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### 3. Expression écrite (10 points)

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

#### Sujet A

Is the increasing number of social media and online news sources something positive or something worrying and potentially dangerous – a threat to democracy?

#### Sujet B

You are an Aboriginal dad and suffer from the way Aboriginal people in general and Aboriginal men in particular are portrayed in some media in Australia. After reading an article and seeing a cartoon you considered insulting in *The Australian* (a newspaper), you decide to leave a message on the newspaper's website to protest and express your feelings.



Bill Leak's insulting and polemical cartoon published in 2016 in *The Australian*