



**MINISTÈRE
DE L'ÉDUCATION
NATIONALE,
DE LA JEUNESSE
ET DES SPORTS**

*Liberté
Égalité
Fraternité*

Concours externe du Capes et Cafep-Capes

Section langues vivantes étrangères : anglais

Exemple de sujet pour l'épreuve écrite disciplinaire appliquée (niveau collège)

À compter de la session 2022, les épreuves du concours externe du Capes et du Cafep-Capes sont modifiées.

[L'arrêté du 25 janvier 2021](#), publié au journal officiel du 29 janvier 2021, fixe les modalités d'organisation du concours et décrit le nouveau schéma des épreuves.

Après avoir pris connaissance de l'intégralité des consignes ci-dessous, vous traiterez les différentes questions dans l'ordre proposé, en français.

Thématique : « Rencontres avec d'autres cultures »

Classe de 3^e LV1

A partir du corpus proposé, vous constituerez votre dossier, composé obligatoirement du document A, d'un document B, d'un document C et d'un document D. Vous annoncerez brièvement le choix opéré.

Les originaux des documents sont en couleur.

- 1) Pour chaque document de votre dossier, vous proposerez une présentation et une analyse critique, puis vous mettrez les documents en relation en précisant comment ils s'inscrivent dans l'axe retenu.
- 2) Questions portant uniquement sur le document A :
 - a) Phonologie : vous commenterez la prosodie dans l'extrait suivant : *Catherine! Where are you? Your race is on NOW!* (l. 4)
 - b) Analyse linguistique : pour chacun des points suivants, vous décrierez et proposerez une analyse en contexte des segments soulignés :
 - Point 1 : *where the titles were being held* (l. 10) **et** *The titles were held in Brisbane* (l. 21)
 - Point 2 : *My first ever race could have been a complete disaster* (l. 1) **et** *I could hear my sports teacher* (l. 5)
 - c) Perspective pédagogique : en vous appuyant sur les segments analysés dans le point 2 de l'analyse linguistique, vous identifierez un objectif langagier adapté au niveau d'enseignement. Vous justifierez votre choix.
- 3) Question portant sur l'ensemble de votre dossier : vous exposerez les objectifs (culturels, linguistiques, communicationnels, éducatifs) que vous pourriez envisager dans le cadre d'une séquence et préciserez et justifierez l'ordre dans lequel vous proposeriez les documents aux élèves pour atteindre ces objectifs. Vous exposerez la séquence en présentant la mise en œuvre retenue (nombre de séances, objectifs et compétences travaillées, intégration de faits de langue dans la mise en œuvre, pistes envisageables d'évaluation).

DOCUMENT A

Cathy Freeman, *Born to Run* (2007). Melbourne: Penguin Books Australia, 2007. Cathy Freeman is an Aboriginal Australian who competed as a sprinter, specialising in the 400 metres event. She won gold at the 2000 Summer Olympics in Sydney and was the first Australian Indigenous person to become a Commonwealth Games gold medalist at age 16 in 1990.

My first ever race could have been a complete disaster. I was eight and it was athletics day at St Joseph's Primary School. I had to represent the Gold House in the 80m sprint, but I almost missed it because I was hiding in the toilets.

'Catherine! Where are you? Your race is on NOW!'

5 I could hear my sports teacher, Mrs Bauldry, looking for me. I was supposed to be at the starting line with the other kids, but stage fright had set in. I was feeling shy because a few of the parents had turned up to watch us.

Eventually Mrs Bauldry managed to coax me out of the bathroom. 'Quickly,' she said. 'Hurry or you'll miss it!'

10 I rushed towards the oval where the races were being held. I was in such a hurry, I didn't look where I was going and ran straight into a wire fence.

Ouch! A piece of wire had poked me in the eye. It was stinging, but I knew I didn't have time to do anything about it. I ran the rest of the way to the oval and made it to the starting line just in time.

15 'On your marks . . . get set . . . go!' yelled one of the teachers.

I took off, pumping my legs as fast as I could. My eye was still hurting so I kept it tightly closed and ran with only one eye open. I'm not sure how I managed to stay in my lane and not bump into the other kids who were running.

20 It was my first race so I wasn't expecting much – I just ran. And somehow I ended up winning!

It didn't take me long to realise that running was something I was good at. Later that year, Mrs Bauldry entered me in the state primary school titles. The titles were held in Brisbane and we were all billeted with different families. Mrs Bauldry had given me a new shirt to wear and also a pair of blue running shoes with spikes. I'd never owned spikes before so I didn't
25 know you weren't supposed to wear them in the house. I'll never forget the look on my host mother's face when I walked down the hall, ripping out bits of her carpet along the way.

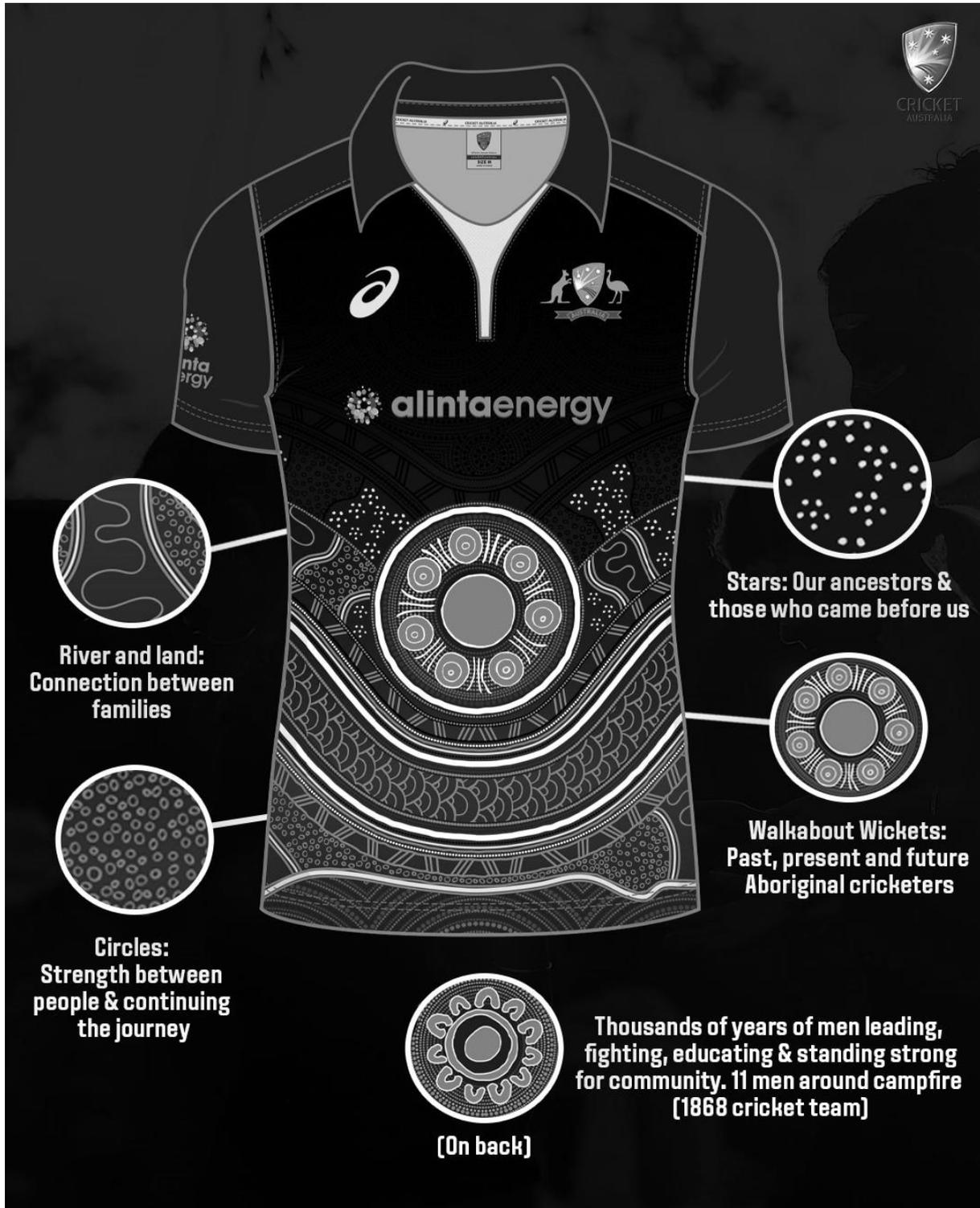
'Whoa!' she said. 'Catherine, love, don't you think it might be a good idea to take those off while you're inside?'

30 I heard a big tearing sound as I lifted my foot one more time and realised what I'd been doing. 'Um, sure,' I said.

I won my first gold medal at those titles and when I got home Mum was waiting for me on the front porch. When she found out I'd won she smothered me with hugs and kisses. 'Ohh, Catherine, I'm so proud of you,' she said. 'So proud!'

DOCUMENTS B

B-1. 'The symbolic meanings of the designs on the indigenous jersey explained'. Courtesy: Cricket Australia. Reproduced in 'Australia unveil indigenous jerseys for India T20Is, specifications of the designs explained', *India Today*, 11 November 2020. <<http://www.indiatoday.in/sports/cricket/story/australia-unveil-indigenous-jerseys-for-india-t20is-specifications-of-the-designs-explained-1740043-2020-11-11>>



B-2. Australia Day poster, 2019. <<http://www.askideas.com/75-australian-republic-day-2019-greeting-pictures-and-photos/australia-day-everyone-every-story/>>



DOCUMENTS D

D-1. LECLERCQ, Daniel, WINTER, Catherine (2017, Dir.). *New Hi There 3^e*. Paris : Bordas.

PROJECT 2 Two Australian treasures

Text

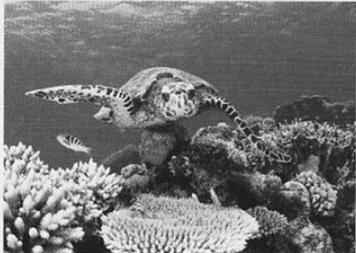
GÉOGRAPHIE - SVT

Going to Australia | Culture & history | Australia's icons | Things to do

World heritage sites

Australia has 19 sites of remarkable natural or cultural importance on the UNESCO World Heritage List.

The Great Barrier Reef was inscribed on the World Heritage List in 1981. It is situated off the coast of Queensland and is regarded as one of the seven natural wonders of the world. It is believed to be over 20 million years old. It is the world's largest living structure. The Great Barrier Reef is one of the richest areas of diversity on the planet: over 400 types of coral, 1,500 species of fish and 4,000 types of mollusc are found here. It is also home to some of the world's most spectacular marine life, including 30 species of whales and dolphins and six species of marine turtles. However, scientists believe the site is in danger – the Great Barrier Reef used to cover an area twice as big. Tropical storms, pollution and starfish, which didn't use to be present in such numbers and which feed on the reef, are the cause.



Uluru*, which used to be known as Ayers Rock, is probably the best-known natural landmark. It is situated in the Northern Territory of Australia in the Uluru-Kata Tjuta National Park and it is estimated to be 600 million years old. The park is inhabited by the Anangu people who have the oldest culture known to man. They believe that the rock formations were created by their ancestors and that the rocks carry the marks of the stories of their creation. Their stories are told and passed down from generation to generation. The National Park used to be listed for its spectacular geological formations and rare plants and animals, but it is now listed for both its natural and cultural value.



Check out the other sites on <http://college.editions-bordas.fr>

Comment box edit

* The underlining indicates a specific sound: for example, r and r are not pronounced in the same way.

Getting ready

Identify the type of document.

1. What do you think is special about the two places in the photos?

Understanding

WB3 → p. 44

Identify the situation.

2. Read the introduction and say what is on the World Heritage List.
3. Give the age of the two sites and situate them. → Map III

Find more clues.

4. Focus on one of the places and find out when, how and why UNESCO listed the site, then share your findings.
5. Which site is in danger and why?

Go further.

6. What do we learn about the Aboriginal people at Uluru?
7. Say which site you would like to visit most.

Word storm!

List words linked to Australia's fauna. → WB3 p. 44

44 forty-four

Find out more!

Living side by side

Parcours citoyen

Viure ensemble

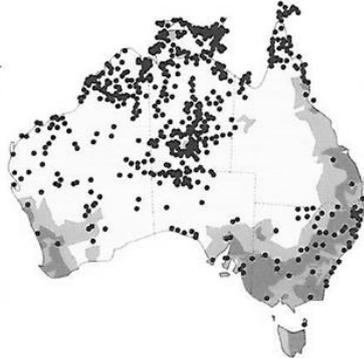
AP

Domaine 1 du socle • Les langages pour penser et communiquer

Domaine 5 du socle • Les représentations du monde et l'activité humaine

1 Population distribution in Australia

- Very remote
- Remote¹
- Outer regional
- Inner regional
- Major cities
- Discrete² indigenous communities



1 000 km

Source: Australian Bureau of Statistics, Housing and Infrastructure in Aboriginal and Torres Strait Islander Communities, Australia, 2006.

www.aph.gov.au.

1. Remote: isolé.

2. Discrete: séparé, identifié.

It will take until 2021 for population figures to recover [to what they were in 1788]. If the current annual growth rate of 2.2% remains stable, Aboriginal people can be as many as 721,000 by 2021 and more than 900,000 by 2026.

www.creativespirits.info.

1. Look at the map.
2. Where do most Aboriginal people live nowadays?
3. How have the population figures varied?

Find out more

- Why did the aboriginal population go down so dramatically? → WEBLINK 54
- What problems do they face today? → WEBLINK 55

2 The Stolen Generations

Between 1910–1970, many indigenous children were forcibly removed from their families [...]. They became known as the Stolen Generations. [...]

The removal of indigenous children from their families was part of the policy of Assimilation [...] based on the assumption of black inferiority and white superiority, which proposed that indigenous people should be allowed to “die out” through a process of natural elimination [...].

Children taken from their parents were taught to reject their indigenous heritage. Their names were often changed, and they were forbidden to speak their traditional languages. Some children were adopted by white families, and many were placed in institutions. [...]

When Kevin Rudd came to power in 2007, he promised to deliver a national apology to the Stolen Generations. This promise was fulfilled on February 13, 2008.

www.australianstogether.org.au.

1. What were the Stolen Generations?
2. How were the children forced to forget their heritage?
3. What has the government done about it?

3 A Sea of Hands



Former Olympic champion, Cathy Freeman, amongst a “Sea of Hands” at the Olympic Stadium in Sydney, Australia, April 4, 2007. Cathy Freeman launched a campaign to bring awareness to the 17-year gap in life expectancy between Indigenous and non-Indigenous Australians. The Sea of Hands display is in support of native title and reconciliation of Australian Aboriginals.

1. Look at the picture.
2. Explain in your own words what is meant by “the 17-year gap in life expectancy”.
3. Why do you think “hands” were chosen to get the message across?