Banque commune d'épreuves des écoles de management (BCE), France

Session 2025, filière ECT

Langue vivante B : anglais (ELVi)

Durée : 4 heures

Ce que traite le sujet

- I. Compréhension : résumé analytique comparatif
- II. Expression personnelle : essai argumenté
- III. Traduction du français en anglais (thème)

Sujet reproduit sans retouche à partir de la page suivante.

Résumé des parties, chapitres de cours liés et autres années :
prepahelp.com/annales/bce/ect/2025/lvb-anglais

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BCE
BANQUE COMMUNE D'ÉPREUVES

Code sujet : 76 GB

Conception : BANQUE ELVi

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LANGUE VIVANTE B

FILIÈRE ÉCONOMIQUE et COMMERCIALE et FILIÈRE LITTÉRAIRE

Mercredi 30 avril 2025, de 8 h. à 12 h.

ALLEMAND – ANGLAIS – ESPAGNOL

Durée : 4 heures

N.B. :
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Si au cours de l'épreuve, un candidat repère ce qui lui semble être une erreur d'énoncé, il la signalera sur sa copie et poursuivra sa composition en expliquant les raisons des initiatives qu'il sera amené à prendre.

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LVB – ANGLAIS

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Ce sujet comporte les 4 documents suivants :

- **Document 1** – Adapted from "End of Affirmative Action yields puzzling class data", by Anemona Hartocollis and Stephanie Saul, *The New York Times*, September 14th, 2024.
- **Document 2** – Adapted from "Dear Supreme Court, affirmative action deserved better", by Caitlyn Liao, *UC Berkeley Political Review*, April 3rd, 2024.
- **Document 3** – Adapted from « En supprimant la discrimination positive à l'université, la Cour suprême s'aveugle au racisme de la société », by Eric Fassin (Professeur de Sociologie), *Le Monde*, July 5th, 2023.
- **Document 4** – Cartoon by Mike Luckovich, *The Atlanta Journal-Constitution*, June 30th, 2023.
- **Document 5** – Graph from "Admissions at most colleges will be unaffected by Supreme Court ruling on affirmative action", *www.brookings.edu*, November 7th, 2023.

I – COMPRÉHENSION : RÉSUMÉ ANALYTIQUE COMPARATIF

Répondre dans la langue cible à la question posée en 250 mots (+ ou - 10%) en identifiant et en comparant les informations pertinentes dans les documents 1 et 2 du dossier, sans commentaire personnel ni paraphrase.

According to documents 1 and 2, what reasons and events have contributed to the overturning of Affirmative Action?

II – EXPRESSION PERSONNELLE : ESSAI ARGUMENTÉ

Répondre dans la langue cible à la question posée en 350 mots (+ ou - 10%), en réagissant au contenu du dossier, sans paraphraser celui-ci, tout en développant votre opinion personnelle. Vous devez illustrer votre argumentation avec des exemples culturels, civilisationnels et/ou historiques du monde anglophone.

In your opinion, is equality of opportunity in the US achievable in the foreseeable future?

III - TRADUCTION DU FRANÇAIS EN ANGLAIS (THÈME)

Traduire uniquement la partie du texte français indiquée entre crochets [...]

de « En défense... » à « ... 30 % des admis. »

Tournez la page S.V.P.

Document 1

Adapted from "End of Affirmative Action yields puzzling class data", by Anemona Hartocollis and Stephanie Saul, *The New York Times*, 14th September 2024.

When the Supreme Court ruled against race-conscious admissions, the expectation – based on statistical modeling presented in court – was that the proportion of Black students at highly selective schools would go down and the proportion of Asian American students would rise. That is what happened at many colleges and universities. But as schools have released data over the last few weeks, there have been some striking outliers[1].

At Yale University, for example, the share of Black students stayed the same. At Duke their percentage increased. And at Harvard, which was the target of a lawsuit charging it with discrimination against Asian students, the percentage of Asian students was unchanged, against the expectations of the plaintiffs. /.../

Black students have been most affected, their numbers declining at most highly selective schools. Still, the declines are not as great as some colleges and universities predicted, bringing new scrutiny to what methods universities are using to achieve a diverse mix of students and whether race-based admissions were necessary in the first place. /.../

A tracker of about 50 selective schools developed this week by the organization Education Reform Now showed that the percentage of Black enrollment is down at three-quarters of the schools, with some campuses more affected than others. /.../

At Brown University, the share of Black students dropped to 9 percent from 15 percent. Brown also had a fairly sharp decline in Hispanic first-year students, to 10 percent from 14 percent. At Columbia University, the share of Asian students increased to 39 percent from 30 percent, while the share of Black students dropped to 12 percent from 20 percent. The tracker developed by Education Reform Now compared this year's data to an average of the past two years. /.../

Even as some schools saw big changes, others saw little change, or the numbers went in the opposite direction than was expected. /.../

And there are other wild cards in the mix. One is that more students declined to state their race on their applications. /.../

Black students make up about 3 percent of the top tenth of high school students academically, according to data collected by Richard Sander, a law professor at the University of California, Los Angeles, /.../ who is a critic of race-based admissions. With preferences based on factors like parental income, wealth and level of education, as well as neighborhood poverty and school quality, and strong outreach, the share of Black students who qualify for admission to top schools grows to 5 percent, Mr. Sander said. He believes some of the declines in Black students' numbers – to 5 percent from 15 percent at M.I.T., or to 3 percent from 11 percent at Amherst – have brought those schools to where they should be. /.../

Many of the schools are reporting stagnation or decline in Asian American enrollment. He attributes that to the increase in students not reporting their race or ethnicity, which he suspects is happening mostly among Asian Americans. /.../

The proportion of Black first-year students enrolled at Harvard this fall has declined to 14 percent from 18 percent last year /.../

But some experts put a positive spin on the new data. It shows a way forward for diversity under the new regimen, argued Richard Kahlenberg, director of the American Identity Project at the Progressive Policy Institute. "There were predictions that the Black population could fall to 2 percent at some universities and 6 percent at Harvard, and that did not happen /.../". Schools like Amherst, Harvard and Yale said they had expanded their recruitment efforts in small towns and rural areas and to students from low-income families and intended to do more. /.../

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[1] Outliers: that stand apart from the norm, from what could be expected.

One lesson learned from states like Michigan and California, which had already banned affirmative action, is that the data can change over time. The University of California campuses in Berkeley and Los Angeles saw their percentage of Black students plummet at the outset, and then gradually rise again.

Document 2

Adapted from "Dear Supreme Court, affirmative action deserved better", by Caitlyn Liao, *UC Berkeley Political Review*, April 3rd, 2024.

"Why was I rejected?" is the most common question students have after receiving a college rejection, and it's a fair one. Even with high SAT scores, GPAs[2], and plentiful extracurriculars, the upper echelons of higher education can remain out of reach for many students like Calvin Yang. Yang was a plaintiff in "Students for Fair Admissions v. Harvard," the case where the Supreme Court made the unprecedented decision to overturn affirmative action. He was also a former *Berkeley Political Review* writer who penned an article in 2022 explaining his opposition to affirmative action. In the past few decades, affirmative action has been an easy target for scorned Asian and white applicants who believe they were unfairly rejected in favor of "less qualified," racially diverse applicants. This is a direct response to his article from a fellow Asian American.

In Yang's article, one of his central arguments was that affirmative action weakened American egalitarianism by focusing on immutable factors like race rather than a student's merit and credentials. Yet the very purpose of the policy is to rectify institutional failures to properly evaluate the worthiness of applicants.

It is extremely difficult to evaluate merit and what one has endured to achieve their successes. While credentials like awards and honors are widely considered the best ways to quantify merit, external and fixed factors of a person's life can unfairly influence the way they are awarded. /.../

Another aspect of college applications that offers different students different opportunities is sports. Some /sports/ require significant investments of time and money for students to reach collegiate-level skill. Barring a few exceptions, this means elite athletic achievement is only accessible to those from well-resourced families. Additionally, some high schools have a "pay to play" system for sports that force students to pay a fee for sports participation. /.../

Another source of inequality is legacy[3] admissions, which are still in place in many prestigious universities including Harvard. /.../ To allow one policy to stand while the other falls is senseless.

All of these various factors converge around one truth: that the college admissions process is not fair and never will be. /.../

Affirmative action strengthened American egalitarianism by promoting equality of opportunity. Judging solely by credentials and merit would be fair in a perfect world, where everyone had the same access to the same resources and the same opportunities for success. The world we live in is far different /.../

Without affirmative action, more pressure than ever is now being placed on students. Those from marginalized communities struggle to encapsulate the intensity of their struggles in small 500-600 word essays, while other students feel disadvantaged for not having experienced trauma. /.../ As the number of applicants continues to rise—and acceptance rates continue to fall—students are becoming increasingly desperate for factors they can use to differentiate themselves. Unfortunately, for more and more students this means searching through their memories "for a trauma they think they can sell" and scrutinizing fellow students on the basis of a form of trauma Olympics. This fosters a hyper-competitive, callous[4] high school environment while also

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[2] GPA: grade point average.

[3] Legacy admission: special consideration given to children of alumni.

[4] Callous: unsympathetic, insensitive.

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destroying the value of the personal essay. /.../ Students who have not experienced trauma are not unfairly disadvantaged just as students not from under-represented communities are not unfairly disadvantaged by affirmative action. /.../

Document 3

Adapted from « En supprimant la discrimination positive à l'université, la Cour suprême s'aveugle au racisme de la société », by Eric Fassin (Professeur de Sociologie), *Le Monde*, July 5th, 2023.

La Cour suprême des Etats-Unis vient d'interdire tout critère racial de sélection pour entrer dans les universités : l'arrêt Students for Fair Admissions contre l'université de Caroline du Nord et contre Harvard met ainsi fin à la discrimination positive /... qui.../ a marqué une étape décisive de l'histoire des droits civiques aux Etats-Unis. /.../

John Roberts, qui préside la Cour suprême, y est opposé de longue date. Il déclarait en 2007 : « Le moyen d'arrêter la discrimination fondée sur la race, c'est d'arrêter de discriminer sur le fondement de la race. » /.../

[En défense, les universités mises en cause affirment que la race « dit quelque chose de ce que l'on est ». C'est une proposition raciste, répond la majorité de la Cour, qui refuse de distinguer ces deux propositions : nous sommes effectivement constitués par nos expériences, mais tout dépend de ce que nous en faisons. C'est ainsi que les deux juges noirs s'opposent frontalement. La juge Ketanji Brown Jackson rappelle que « des gouffres séparent racialement les citoyens de ce pays, pour la santé, la richesse ou le bien-être ». Abolir la discrimination positive n'est donc pas « racialement neutre ». /.../ Les « héritiers » (*legacies*) bénéficient pourtant de passe-droits : le recrutement favorise les candidats que leurs parents ont précédés dans l'élite universitaire. Ce privilège familial n'est jamais remis en cause. /... / A Harvard, 67,8 % de ces héritiers sont blancs. Ils constituent 5 % des candidatures, mais 30 % des admis.]

/.../

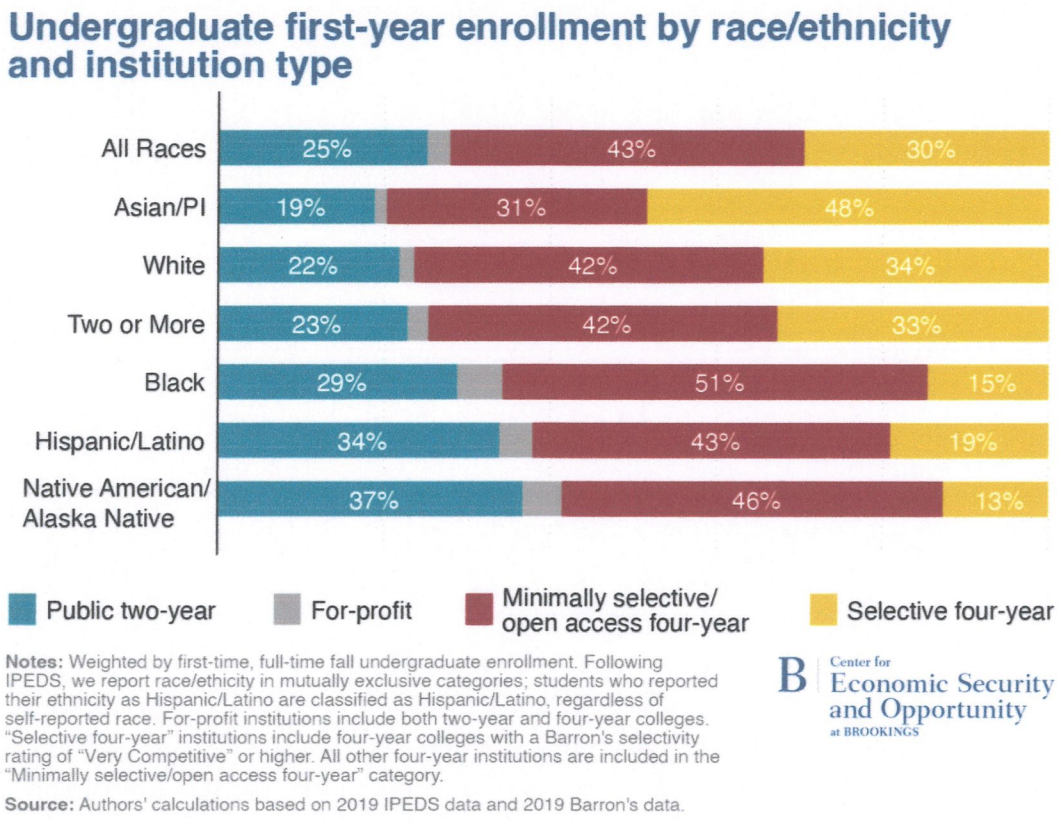
Document 4

Cartoon by Mike Luckovich, *The Atlanta Journal-Constitution*, June 30th, 2023.



Document 5

Graph from "Admissions at most colleges will be unaffected by Supreme Court ruling on affirmative action", *www.brookings.edu*, November 7th, 2023.



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