

BACCALAURÉAT GÉNÉRAL

Session 2016

ANGLAIS

Langue Vivante 1

Durée de l'épreuve : **3 heures**

Séries ES/S – coefficient : 3

Série L langue vivante obligatoire (LVO) – coefficient : 4

Série L LVO et langue vivante approfondie (LVA) – coefficient : 8

CORRIGÉ

Répartition des points

Compréhension	10 points
Expression	10 points

I. COMPRÉHENSION

Tous les candidats traitent les questions de 1 à 11.

DOCUMENT A

1. a) In which country does the scene take place?

The scene takes place in the USA. L.2 'Washington' / L.5 'Seattle' / L.33 'The University of Washington'.

(2 points)

b) What do Tom Bolles and Al Ubrickson have in common?

Both are (rowing) coaches. L.2 'Tom Bolles, the freshman coach' / L.25 (Bolles) 'he would need to teach these boys' / L.33 'Al Ubrickson, head coach of the University of Washington rowing program'

(2 points)

2. Focus on Tom Bolles and Al Ubrickson.

a) Compare their physical appearances. (30 words)

Tom Bolles is 'a slim young man' 'with a bland, pleasant face, a bit lean in the jowls', wearing 'wire-rimmed glasses', having 'a distinctly scholarly look', the look of an 'educator'. or of a 'professor' LI.1-8. On the contrary, Al Ubrickson is described as a much stronger, imposing man. LI.40-41: 'He was tall, muscular, broad-shouldered, and distinctly Nordic in his features, with high cheekbones, a chiseled jawline, and cold slate-gray eyes.'

(4 points)

b) How do people perceive them? (30 words)

Unlike Tom Bolles who is perceived as an educator / a professor, Al Ubrickson is clearly seen as a commanding figure no one will dare challenge. L34-35 'his style of dress sent a simple message: that he was the boss, and that he was all business.' L41-43 'They were the kind of eyes that shut you up fast if you were a young man inclined to challenge something he had just said.'

(4 points)

c) Compare their respective roles.

Tom Bolles is the freshman coach while Al Ubrickson is the head coach of The University of Washington rowing program.

(3 points)

3. True or false. Justify your answer with one or two quotes from the text.

a) Joe belongs to the upper class.

FALSE L.16 'A few, like Joe, were farm boys or lumberjacks or fishermen,'

(2 points)

b) The scene takes place in a high school.

FALSE LI.9-10 'the boys had played the sport in high school' / L.33 'head coach of the University of Washington'.

(2 points)

c) The scene takes place nowadays.

FALSE L.39-40 'the former stroke oar of a Washington crew that had won national Championships in 1924 and 1926.' ET L.35 'he was just thirty'

(2 points)

d) Al Ubrickson is quite attractive.

TRUE L.38 'he was strikingly good-looking'.

(2 points)

e) Al Ubrickson is a middle-aged man.

FALSE LI.35-37 'he was just thirty—young enough that he needed to draw a line of demarcation between himself and the boys he commanded.'

(2 points)

4. a) How many sports are mentioned in the text?

There are three of them : basketball, football and rowing.

(1 point)

b) Which one has been the least practised so far by the young men?

Rowing. LI.10-12 : *'But almost none of the young men assembled outside the shell house that afternoon had ever rowed a stroke in his life'.*

(3 points)

5. In Bolles' opinion, what are the qualities required to succeed in this sport? (one or two sentences)

According to Bolles, intelligence and strength are equally important to master the art of rowing. Furthermore, he thinks that very few will succeed.

(3 points)

DOCUMENT B

6. To which sporting event does document B refer to?

Document B refers to the 1936 Olympic Games that took place in Germany.

(2 points)

7. What do most of the characters present in the text have in common?

They are part of the team which won the 1936 olympic gold medal in rowing.

(3 points)

8. Are they all still alive? Justify your answer by quoting from the text.

Only four members of the team are still alive, L11-12 *'Moch, McMillin, Morris and Joe Rantz, who rowed No. 7, are the survivors of the crew, all at or near 90 years old.'*

(3 points)

DOCUMENTS A ET B

9. In what ways are Documents A and B related? (30 words)

Documents A and B deal with rowing, a sport taught at the University of Washington. Document A focuses on the coaches' side while Document B is about the students' experience. We also learn about the many titles won by members of this University, including National and Olympic ones.

(5 points)

10. Focus on Bolles (Document A) and Bob Moch (Document B). Do they seem to agree on what is needed to succeed in their sport? (30 words)

According to Bolles the training process is a long one which needs to be worked on again and again. Bob Moch describes his winning race in the Olympic Games as a mere job to do. However, both think you need to remain focused to succeed.

(5 points)

11. Document A, lines 27-29 "Would the farm boys be able to pick up with the intellectual side of the sport? Would the city boys have the toughness simply to survive? Most of them, Bolles knew, would not."

What does this reveal about Bolles' personal opinion as regards these boys? (40 words).

Bolles thinks that most of these young men won't succeed in making the team. To him, most 'city boys' lack the toughness required to develop sufficient physical abilities while 'farm boys' are unable to grasp the intellectual side of it. He seems quite pessimistic, and has preconceived ideas.

(10 points)

Seuls les candidats de la série L composant au titre de la LVO (Langue Vivante Obligatoire) traitent la question 12.

12. Document B, lines 20-22 "The guys from 1936 don't much like the notion of rowers training full time into their 30s to be members of national teams. 'We had lives to live, jobs to do,' McMillin said. 'We were amateurs.'" What does this statement imply? (50 words)

Although McMillin and his teammates enjoyed their sport and were greatly successful, they had to study to get a university degree and then find a job since they couldn't rely on rowing for a living. What is more, they might not have considered practising rowing as their ultimate goal, but simply as an activity among others. Nowadays, most athletes

enjoy a professional career of some sorts and devote themselves to full time training. It would seem unlikely to win a gold medal these days without doing so.

(10 points)

Seuls les candidats de la série L composant au titre de la LVA (Langue Vivante Approfondie) traitent la question 13.

13. Document B lines 16-18: *"They might not have been aware of the significance of winning a gold medal in Germany at that time, but people back home were."* Comment upon this statement. (50 words)

As Jim McMillin states it line 3 "That boat never lost a race". He and his team members focused on sports and nothing else. What is more, they were on a college team and even though they represented their country, racing in The Olympic Games may well have been just another race. To the rest of their fellow countrymen, winning a gold medal had a political significance in Nazi Germany and was a major political issue at that time.

(10 points)

BARÈME		
• COMPRÉHENSION 10 POINTS		
TOUTES SÉRIES		
DOCUMENT A		
1 a)	4 (2+2)	
1 b)		
2 a)	11 (4+4+3)	
2 b)		
2 c)		
3 a)	10 (2x5)	
3 b)		
3 c)		
3 d)		
3 e)		
4 a)	4 (1+3)	
4 b)		
5	3	
DOCUMENT B		
6	2	
7	3	
8	3	
DOCUMENTS A ET B		
9	5	
10	5	
11	10	
TOTAL séries ES et S	60 points	à diviser par 6
SÉRIE L LVO		
12	10	
TOTAL série L LVO	70 points	à diviser par 7
SÉRIE L LVA		
13	10	
TOTAL série L LVA	70 Points	à diviser par 7
• EXPRESSION 10 POINTS		
TOTAL 20 POINTS		

BACCALAURÉAT 2016 - EXPRESSION ÉCRITE - GRILLE LVO ANGLAIS

Contenu / Réalisation de la/des tâche(s)	LV1	LV2	Cohérence de la construction du discours	LV1	LV2	Correction de la langue	LV1	LV2	Richesse de la langue	LV1	LV2
	Satisfaisante quant au contenu et l'intelligibilité, Touche personnelle et/ou référence pertinente à des notions culturelles.	5			Point de vue clair, discours naturellement étayé par des éléments pertinents		5			Bonne maîtrise des structures simples et courantes, MEME SI des erreurs sur les structures complexes qui ne conduisent à aucun malentendu	5
Intelligible et suffisamment développée, MEME SI sans originalité et/ou absence de connaissances culturelles.	4	5	Effort soutenu d'articulation dans le discours MEME SI exemples et arguments sont introduits de façon maladroite	4	5	Assez bonne maîtrise des structures simples et courantes, MEME SI quelques erreurs sur les structures simples qui ne gênent pas la compréhension.	4	5	Gamme suffisante de mots et expressions pour pouvoir développer, MEME SI utilisation fréquente de périphrases, de répétitions ou de mots incorrects.	4	5
						Production immédiatement compréhensible, MEME SI fréquence des erreurs sur des structures simples ou courantes.	3	4	Mots et structures pour la plupart adaptés à l'intention de communication, MAIS limités, ce qui réduit les possibilités de développement.	3	4
Correspond à un début de traitement de toutes les tâches MAIS développements trop limités ou très maladroits (lecture qui requiert un effort).	2	3	Point de vue perceptible, MEME SI l'agencement du discours relève plus de la juxtaposition que de la logique	2	3	Production globalement compréhensible, MAIS les erreurs se multiplient, au point de rendre la lecture peu aisée.	2	3	Vocabulaire pauvre, nombre important de périphrases, incorrections, répétitions, MEME SI le discours reste intelligible.	2	3
Partielle (une tâche non traitée) ou pas de véritable tentative de réponse	0	1	Point de vue difficile à percevoir Pas de cohérence	0	1	Production pratiquement inintelligible. Erreurs très nombreuses	0	1	Vocabulaire très pauvre Discours pratiquement inintelligible.	0	1
Exercice non réalisé	0	0		0	0		0	0		0	0
5 points			5 points			5 points			5 points		

BACCALAURÉAT 2016 - EXPRESSION ÉCRITE - GRILLE LVA ANGLAIS

Contenu / Réalisation de la/des tâche(s)	LV1	LV2	Cohérence de la construction du discours	LV1	LV2	Correction de la langue	LV1	LV2	Richesse de la langue	LV1	LV2
Satisfaisante quant au contenu et l'intelligibilité, Touche personnelle et/ou référence pertinente à des notions culturelles.	5		Discours clair, fluide, démontrant un usage maîtrisé des moyens de structuration et d'articulation	5		Haut degré de correction. Peu d'erreurs	5		Maîtrise d'un vaste répertoire qui permet de s'exprimer à l'écrit sans restriction apparente	5	
Intelligible et suffisamment développée, MEME SI sans originalité et/ou absence de connaissances culturelles.	4	5	Point de vue clair, discours naturellement étayé par des éléments pertinents	4	5	Bonne maîtrise des structures simples et courantes, MEME SI des erreurs sur les structures complexes qui ne conduisent à aucun malentendu	4	5	Gamme suffisamment large de mots et expressions pour varier les formulations, MEME SI quelques lacunes ou confusions.	4	5
			Effort soutenu d'articulation dans le discours MEME SI exemples et arguments sont introduits de façon maladroite	3	4	Assez bonne maîtrise des structures simples et courantes, MEME SI quelques erreurs sur les structures simples qui ne gênent pas la compréhension.	3	4	Gamme suffisante de mots et expressions pour pouvoir développer, MEME SI utilisation fréquente de périphrases, de répétitions ou de mots incorrects.	3	4
Correspond à un début de traitement de toutes les tâches MAIS développements trop limités ou très maladroits (lecture qui requiert un effort).	2	3	Point de vue perceptible, MEME SI l'agencement du discours relève davantage de la juxtaposition que de la logique	2	3	Production compréhensible MEME SI fréquence des erreurs sur des structures simples ou courantes.	2	3	Mots et structures pour la plupart adaptés à l'intention de communication, MAIS limités, ce qui réduit les possibilités de développement.	2	3
Partielle (une tâche non traitée) ou pas de véritable tentative de réponse	0	1	Point de vue difficile à percevoir Pas de cohérence	0	1	Production dans laquelle les erreurs se multiplient, au point de rendre la lecture peu aisée.	0	1	Vocabulaire pauvre, nombre important de périphrases, incorrections, répétitions,	0	1
Exercice non réalisé	0	0		0	0		0	0		0	0
5 points			5 points			5 points			5 points		