

## CORRIGE

### QUESTIONNAIRE A TRAITER PAR LES CANDIDATS LV2 DE LA SERIE L

#### NOTE IMPORTANTE AUX CANDIDATS

Les candidats traiteront le sujet sur la copie qui leur est fournie et veilleront à :

- répondre en anglais aux questions ;
- respecter l'ordre des questions en faisant apparaître la numérotation sur la copie ;
- faire toujours suivre les citations du numéro de la ligne ;
- répondre brièvement aux questions en l'absence d'indications ;
- composer des phrases complètes.

### I. COMPREHENSION ECRITE (10 points)

#### DOCUMENT A

Tous les candidats de la série L traitent les questions 1 à 4.

1. "We live in a commuter town." (ll. 1-2)
  - a. The narrator says "we". Who does he refer to?  
**The narrator refers to himself and to his parents. (Refuser "family" seul.) LVO: 2+2=4 pts LVA: 1,5+1,5=3pts**
  - b. A commuter is a person who takes the same train everyday. What for?  
**A commuter is someone who takes the same train everyday to go to work. LVO: 2 pts LVA: 1pt**
2. Does the narrator envy commuters? Answer the question, then justify by using your own words or elements from the text.  
**No, he doesn't. 1 pt**  
**He uses the word "damn" to describe the train that people take everyday. / He thinks that commuters make a "sacrifice", that they don't have the life of their dreams, the life that they want. (Accepter l'idée d'un trajet long et pénible, cf. ll. 4 à 7.) (Une seule idée est attendue dans la justification.)**  
**2 pts**  
**0 pt si pas de réponse à la question avant justification**
3. What information does the text contain about
  - a. the narrator's parents' living conditions? Give two elements.  
**They don't have much money.**  
**They don't live in a comfortable place.**  
**2 pts**
  - b. the narrator's father?  
**He needs nursing / he is in poor health.**  
**(Accepter:**  
**He may be handicapped.**  
**-He may need to be pushed in a wheelchair.**  
**-He is dependent on others.) 2 pts**

4. What career choice has the narrator made and what career has he rejected?  
**He has chosen to “work with the poor” and not to become a plastic surgeon.**  
**3 pts (2x1,5pt)**

Seuls les candidats composant au titre de la LVA (Langue Vivante Approfondie) traitent la question 5.

5. Explain how the narrator feels about his career choice.

**He has mixed feelings. On the one hand, he loves his job, on the other hand, he feels guilty because he can't help his parents financially.**  
**1 + 1 + 1 = 3 pts**

Tous les candidats de la série L traitent la question 6.

6. “Which one of us is to be admired?” (l. 22) Explain who the narrator admires and why. Answer in your own words.

**The narrator admires commuters because they put the need and well-being of their families first in order to have the financial means to help their loved ones.**  
**2 + 2 = 4 pts**

Seuls les candidats composant au titre de la LVA (Langue Vivante Approfondie) traitent la question 7.

7. Through his use of language, how does the narrator dehumanize the commuters? Support your answer with a quotation.

**The narrator dehumanizes the commuters by referring to them as “those suits” (l. 18). Their identity doesn't really matter, only the way they are dressed seems to define them. They all look the same, they are anonymous**

**1 point pour la citation, 2 points pour l' explication**

**1+2=3 pts**

## DOCUMENT B

Tous les candidats de la série L traitent les questions 8 à 12.

8. What information does William Grill give us about Ernest Shackleton's *Endurance* expedition? (Time, type of place, result.)
- "100 years back in time" (l. 8);
  - "Frozen, barren land of ice" (l. 9);
  - "they all [got] back safely" (ll. 17-18).
- 3 x 2 = 6 pts**
9. Find two quotations in the text showing that William Grill regards Ernest Shackleton and his men as heroes.
- "expedition so extraordinary" (ll. 15-16)
  - "the obstacles that arise along the way; he and his men encountered blizzards, 50 ft waves, sea-leopards and bone-chilling cold." (ll. 31-32)
  - "[...] how bad a time they had. And they still managed to crack jokes." (ll. 33-34)
- 2x2,5pts = 5pts**
10. "How Ernest Shackleton inspired me [...]" (l. 1). What aspect of Ernest Shackleton's personality inspired William Grill? Quote from the text.
- "his unwavering determination was an inspiration." (ll. 28-29)
- 1 pt**
11. What parallel does William Grill draw between his experience as an author and Shackleton's adventure? Answer in your own words.
- In his artistic work William Grill has to overcome doubt and fear of failure in order to complete his book, just as Shackleton had to cope with tough weather conditions and wild animals to go through his adventure.**
- 3x2pts = 6pts**
12. "It's in our nature to explore, to reach out into the unknown." (ll. 36-37) To what extent can this quotation apply to:
- Shackleton;
  - Frank Hurley;
  - William Grill?
- Shackleton wanted to go to places where men had never been before.**
  - As a photographer on the expedition, Hurley had to take the same risks as Shackleton's crew and also face extreme working conditions in order to be the witness of an extraordinary voyage.**
  - William Grill feels the urge to draw, to explore and challenge his creative skills.**
- 3 x 2 = 6 pts**

## **DOCUMENTS A ET B**

**Tous les candidats de la série L traitent la question 13.**

13. What different forms of heroism can be found in document A and in document B? Illustrate your answer with references to the documents.

**In document A:**

- **heroism means sacrificing one's aspirations to be able to help one's family;**
- **heroism means doing good for society, for example helping the poor.**  
(Attendre un élément sur les deux à propos du texte A.)

**In document B:**

- **heroism means daring to explore;**
- **heroism means taking risks to go on a dangerous adventure, as Shackleton and Hurley did;**
- **heroism also means persevering with a creative experience.**  
(Attendre deux éléments sur les trois à propos du texte B.)

**2+ 2 + 2 = 6 pts**

**Seuls les candidats composant au titre de la LVA (Langue Vivante Approfondie) traitent la question 14.**

14. What do these forms of heroism have in common? Give two ideas.

- **No matter the circumstances, heroes are people who are determined not to give up and who are determined to overcome obstacles, in document A by making the same sacrifice everyday (l. 7) and in document B by showing "unwavering determination" (l. 28)**
- **Source of inspiration**

**3+3=6 pts**

## CORRIGE

### QUESTIONNAIRE A TRAITER PAR LES CANDIDATS LV2 DE LA SERIE ES – S

#### I. COMPREHENSION ECRITE (10 points)

##### DOCUMENT A

1. "We live in a commuter town." (ll. 1-2)
  - a. The narrator says "we". Who does he refer to?  
**The narrator refers to himself and to his parents. (Refuser "family" seul.)**  
**2+2=4 pts**
  - b. A commuter is a person who takes the same train everyday. What for?  
**A commuter is someone who takes the same train everyday to go to work.**  
**1,5 pt**
2. Does the narrator envy commuters? Answer the question, then justify by using your own words or elements from the text.  
**No, he doesn't. 1 pt**  
**He uses the word "damn" to describe the train that people take everyday. He thinks that commuters make a "sacrifice", that they don't have the life of their dreams, the life that they wanted.**  
**(Accepter l'idée d'un trajet long et pénible, cf. ll. 4 à 7.)**  
**(Une seule idée est attendue dans la justification.)**  
**2 pts**  
**0 pt si pas de réponse à la question avant justification**
3. What information does the text contain about
  - a. the narrator's parents' living conditions?  
**They don't have much money.**  
**They don't live in a comfortable place.**  
**2 pts**
  - b. the narrator's father?  
**He needs nursing / he is in poor health.**  
**(Accepter: He may be handicapped.)**  
**2 pts**
4. What career choice has the narrator made and what career has he rejected?  
**He has chosen to "work with the poor" and not to become a plastic surgeon.**  
**3 pts (2x1,5pt)**
5. "Which one of us is to be admired?" (l. 22) Explain who the narrator admires and why. Answer in your own words.  
**The narrator admires commuters because they sacrifice an exciting life in order to have the financial means to help their loved ones.**  
**2 + 2 = 4 pts**

## DOCUMENT B

6. What information does William Grill give us about Ernest Shackleton's *Endurance* expedition? (Time, place, result.)
- **"100 years back in time" (l. 8);**
  - **"Frozen, barren land of ice" (l. 9);**
  - **"they all [got] back safely" (ll. 17-18).**
- 3 x 1,5 = 4,5 pts**
7. Find two quotations in the text showing that William Grill regards Ernest Shackleton and his men as heroes.
- **" expedition so extraordinary" (ll. 15-16)**
  - **" the obstacles that arise along the way; he and his men encountered blizzards, 50 ft waves, sea-leopards and bone-chilling cold." (ll. 27-28)**
  - **"[...] how bad a time they had. And they still managed to crack jokes." (ll. 33-34)**
- 2x2,5 = 5pts**
8. "How Ernest Shackleton inspired me..." (l. 1). What aspect of Ernest Shackleton's personality inspired William Grill? Quote from the text.
- **" his unwavering determination was an inspiration." (ll. 28-29)**
- 1 pt**
9. What parallel does William Grill draw between his experience as an author and Shackleton's adventure? Answer in your own words.
- In his artistic work William Grill has to overcome doubt and fear of failure in order to complete his book, just as Shackleton had to cope with tough weather conditions and wild animals to go through his adventure.**
- 2 + 2 = 4 pts**

## DOCUMENTS A ET B

10. What different forms of heroism can be found in document A and in document B? Illustrate your answer with references to the documents.
- In document A:**
- **heroism means sacrificing one's aspirations to be able to help one's family;**
  - **heroism means doing good for society, for example helping the poor.**
- (Attendre un élément sur les deux à propos du document A)**
- In document B:**
- **heroism means daring to explore;**
  - **heroism means taking risks to go on a dangerous adventure, as Shackleton and Hurley did;**
  - **heroism also means persevering with a creative experience.**
- (Attendre deux éléments sur les trois à propos du document B.)**
- 2+2+2=6 pts**

# BAREME

I - Questions	ES/S	L-LVO	L- LVA
1.	a. 2+2=4 pts b. 1,5 pt	a. 2+2=4 pts b. 2 pts	a. 1,5 + 1,5 = 3 pts b. 1 pt
2.	1 + 2 = 3 pts	1 + 2 = 3 pts	1 + 2 = 3 pts
3.	a. 2 pts b. 2 pts	a. 2 pts b. 2 pts	a. 2 pts b. 2 pts
4.	3 pts	3 pts	3 pts
5.	2 + 2 = 4 pts		1 + 1 + 1 = 3 pts
6.	1,5 x 3 = 4,5 pts	2 + 2 = 4 pts	2 + 2 = 4 pts
7.	2 x 2,5 pts = 5 pts		1 + 2 = 3 pts
8.	1 pt	2 + 2 + 2 = 6 pts	2 + 2 + 2 = 6 pts
9.	2 + 2 = 4 pts	2 x 2,5 pts = 5 pts	2 x 2,5 pts = 5 pts
10.	2 + 2 + 2 = 6 pts	1 pt	1 pt
11.		3 x 2 = 6 pts	3 x 2 = 6 pts
12.		2 + 2 + 2 = 6 pts	2 + 2 + 2 = 6 pts
13.		2 + 2 + 2 = 6 pts	2 + 2 + 2 = 6 pts
14.			3 + 3 = 6 pts
<b>TOTAL</b> (ramener la note sur 10)	<b>40 pts</b>	<b>50 pts</b>	<b>60 pts</b>
<b>Sous-total partie compréhension</b>	(.../40 pts) : 4 = .../10 <b>Ne pas arrondir</b>	(.../50 pts) : 5 = .../10 <b>Ne pas arrondir</b>	(.../60 pts) : 6 = .../10 <b>Ne pas arrondir</b>
<b>II - EXPRESSION</b> note/10 non arrondie			
<b>Sous-total partie expression</b>	(.../20 pts) : 2 = .../10 (ne pas arrondir)		
<b>NOTE FINALE</b>  (Compréhension + Expression)	Note de la compréhension /10 + note de l'expression /10 = <b>Note finale /20 arrondie au demi-point près, (comme indiqué ci-dessous)</b> <b>Les ½ points sont autorisés car cette note n'est qu'une partie de la note finale qui figurera sur le relevé de notes du candidat.</b>		

**Arrondir uniquement la note finale selon les règles suivantes :**

1. Si la décimale est inférieure ou égale à 0,24, arrondir au point entier inférieur

Exemples :           12,125/20 → 12/20

                          12,24/20 → 12/20

2. Si la décimale se situe entre 0,25 et 0,74 inclus, arrondir au demi-point

Exemples :           12,25/20 → 12,5/20

                          12,74 / 20 → 12,5/20

3. Si la décimale est supérieure ou égale à 0,75, arrondir au point entier supérieur

Exemples :           12,75/20 → 13/20

                          12,87/20 → 13/20

**BACCALAURÉAT 2019 - EXPRESSION ÉCRITE - GRILLE LVO ANGLAIS**

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



**BACCALAURÉAT 2019 - EXPRESSION ÉCRITE - GRILLE LVA ANGLAIS**

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