

# CORRIGE

**Ces éléments de correction n'ont qu'une valeur indicative. Ils ne peuvent en aucun cas engager la responsabilité des autorités académiques, chaque jury est souverain.**

**SESSION 2004**

**BACCALAURÉAT GÉNÉRAL**

**ANGLAIS**

**LV1 Série L**

**CIDER WITH ROSIE**

**CORRIGÉ et BARÈME**

**COMPRÉHENSION /EXPRESSION : 140 points**

**TRADUCTION : 60 points**

Les correcteurs utiliseront le guide d'évaluation de l'expression personnelle donné en annexe.

Ce document comporte 7 feuillets numérotés de 1 à 7

## COMPREHENSION – EXPRESSION (14 points)

1. When precisely does the scene take place? Justify your answer by quoting from the text.

a. In which season?

The scene takes place in autumn. 2

line 8 "Black leaves swept into the house and piled up..." 2

or line 1 "In weather that was new to me and cold with loud, bullying winds..."

or line 14 "through the swamps of leaves."

b. In which war and in which year?

At the end of the First World War, in 1918. 2

Line 48 "'I confused him with the Kaiser.'" 2

2. a. Make a list of all the family members who are *present* in the text, stating the relationships between them.

1. The Mother referred to in line 1 is the narrator's mother. 1

2. Marjorie, in line 6, is the narrator's eldest sister. 1

3. Doth, in line 20, or Dorothy (line 28) is another of the narrator's sisters. 1

4. Phyl, mentioned in line 20, is the third sister present in the text. 1

5. "The kids" in line 35 are the younger children in the family, including the narrator. We do not know how many of them there are.

b. Identify any other family members who are only mentioned in the text.

In line 2 the narrator's father is mentioned and in line 44 the narrator mentions his uncles. 1

3. Where does the scene take place?

a. in lines 1 to 35 2

This part of the text takes place in (and around the garden of) the family home.

b. in lines 36 to 42 2

Here the scene takes place in the local village.

4. Who takes charge of the house? Why? (20 words)

Marjorie takes charge of the house because her mother goes/has gone to visit their father.

5. The text can be divided into three parts. Using your own words choose an appropriate **title** for each part:

Part one: line1 to 22      2

**Household chaos / Chaos at home / Life without Mother / Marjorie does her best/ Home alone / Looking after the family etc**

Part two: line 22 to 42     2

**The end of the War / Celebrations / Celebrating the end of the war / Armistice Day etc**

Part three: line 44 to 49 2

**A little boy's anxieties / Unanswered questions / An uncertain future /  
Uncertainty / A child's worries / What now? etc**

6.a. Write a short paragraph about the changes that occur in the narrator's everyday life and environment. Remember to include quotations. (70 words) 15

The narrator's life changes completely after his mother's departure. With the girls in charge he no longer has a regular bedtime ("putting us to bed at random"), he is neither clean nor well-dressed, ("I went unwashed for long periods of time." "My socks slipped down, and stayed down.") He is now free to pursue his own activities and is not closely watched over by his sisters; thus he is able to explore his surroundings and indulge in messy and dirty games which his mother would not have allowed. ("I lived free, grubbing outside in the mud till I was black as a badger.") etc

b. Pick out one sentence from the text which, in your opinion, best sums up this new situation. 2

II. 11-12 “As the days went by, such a tide of muddles mounted in the house that I didn’t know which room was which.”

**Or II. 19-20 “The doll’s-house became a mad house, and the girls frail birds flying in a wind of chaos.”**

7. Comment on the **choice** of the underlined words or elements (30 words)

lines 1-2 : "...my **Mother disappeared** to visit my father."

line 2 : "This was a long way off, **out of sight**, ..."

4  
 Mother is given a capital M to show that she was more important to the narrator than the absent father was. The words 'disappeared' and 'out of sight' show 4  
 that these events are shown through the eyes of a very young narrator. To a child a mother's departure is perceived simply as a disappearance. This idea is reinforced by the words 'out of sight.'

8. In lines 7 to 16 what literary effect is created and how? (20 words) 3

6  
 There is a sense of a piling up of chaos, which is created by the accumulation of many short sentences or clauses, linked simply with the word 'and' or 'but.' /

(or) The constant use of the past simple tense in short, simple sentences, connected only by 'and' creates an effect of accumulation and piling up, which echoes the idea of the build-up of chaos in the household.

9. Look at the use of the 'ING' form in lines 17 to 20. What effect does it create? (20 words)

5  
 The repetition of the -ING form creates an effect of movement and of simultaneity. (The task of keeping the house clean and tidy is like a juggling act – it must all be done at once.)

10. Line 23 – 24. "The sky...seas of sound."

Why does the narrator insist on the weather here? (20 words)

4  
 The weather is described as being ominous, dark and stormy. This matches the narrator's fears and sense of foreboding about the end of the war. This device is known as pathetic fallacy.

11. Lines 32 – 33 "Now the war was over. So the end of the world was come"

Explain exactly what the narrator means by this. (50 words)

10  
 This little boy has only ever known war. The war has been going on since he was born and is an integral part of his life. Now that the war is over, he thinks that life must be over too, as life, for him, is war. This is a paradox as, usually, the end of a war means that normal life will be resumed, not that life will end.

12. Lines 44 to 49.

6  
 a. Comment on the change of style in this last paragraph.

The text changes from narrative to an internal monologue, consisting of a series of unanswered questions. (The questions are nevertheless in reported form, in keeping with the narrative.) 2

b. What does this tell us about the narrator?

The number of questions, one after the other, shows us that the narrator is full of doubt and uncertainty about what will happen next. He is anxious about the idea of change in his life. 2

c. What major change will take place in the narrator's life?

The men will return from the war and become part of his life again. Up to now he has lived among women. 2

50 13. Marjorie writes to a friend after her mother's return, recounting the ups and downs she has experienced while running the household. Write the letter (200 words).

Dear Elizabeth,

Thank goodness my mother has come back home. What a time we had without her! I cannot tell you how much there is to do in a house when you are the one in charge.

First of all there are all the chores: the washing, cleaning and cooking are endless tasks. The weather was so cold and wet that it was impossible to get the clothes and sheets dry. I had to hang them in the kitchen and they all smelt of burnt food by the end of the day.

I must admit that cooking is not my strong point and Doth and Phyl were not much help there. One was always giggling and the other crying, and I don't need to tell you who did which. Anyway, we did manage to feed the kids after a fashion. Keeping them clean and under control was quite another matter, though. I never realised just how hard Mother must work just to keep our Laurie from looking like a complete tramp.

On a much happier note, the night of the Armistice was wonderful. We took the kids into the village and there were bonfires everywhere. Everybody was wild with excitement. (Old Mr Hodges was drunk and kissed us all, and I think Mrs Richards was too, but nobody minded.)

Well, Elizabeth, I must leave you now as I have to help Mother with the dinner. She thinks that I might learn a bit more about cooking that way. Do write soon and tell me your news.

With love from

Marjorie.

### VERSION (6 points)

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Translate into French from line 24 "One night..." to line 37 "down the street."

Un soir,<sup>(1)</sup>/ nous étions assis <sup>(1)</sup> / autour de la table de la cuisine<sup>(1)</sup>,/ en train de casser des noix <sup>(2)</sup>/ à l'aide du plus beau chandelier en cuivre (jaune)<sup>(2)</sup>, / quand Marjorie revint de la ville,<sup>(2)</sup>/ le visage brillant <sup>(1)</sup>/ sous l'effet de la pluie <sup>(1)</sup>/ et des pains et des brioches pleins les bras.<sup>(2)</sup> / Elle était blême aussi.<sup>(2)</sup>/

« La guerre est finie, »<sup>(2)</sup> / dit-elle. / « C'est terminé. »<sup>(1)</sup>/

« Non ! Ce n'est pas possible! » <sup>(2)</sup>/ dit Dorothy.

« On me l'a dit <sup>(1)</sup>/ à l'épicerie, »<sup>(1)</sup> / dit Marjorie. / « Ils offraient des pruneaux à tout le monde. »<sup>(2)</sup> / Elle nous en donna un cornet <sup>(2)</sup>/ et nous les mangeâmes crus.<sup>(2)</sup>/

Les filles préparèrent le repas du soir ( le thé ) <sup>(2)</sup>/et parlèrent de cela (de l'événement).<sup>(2)</sup> / Et moi, j'étais convaincu <sup>(2)</sup>/ que la fin du monde était venue.<sup>(2)</sup>/ Toute ma vie était la guerre, <sup>(2)</sup>/ et la guerre était le monde. <sup>(2)</sup>/ Maintenant la guerre était finie. <sup>(2)</sup>/ Donc la fin du monde était venue. <sup>(2)</sup>/ Pour moi, il n'y avait pas d'autre interprétation possible.<sup>(3)</sup>/

« Sortons voir ce qui se passe, »<sup>(2)</sup>/ dit Dorothy./

« Tu sais bien <sup>(1)</sup>/ que nous ne pouvons pas laisser <sup>(2)</sup>/ les mêmes, <sup>(1)</sup>/ » dit Marjorie.

Nous y allâmes <sup>(1)</sup>/ donc aussi. <sup>(1)</sup> / Il faisait nuit <sup>(1)</sup> / et les toits luisants du village <sup>(2)</sup>/ vibraient au son des chansons<sup>(2)</sup> /

## Barème : Compréhension + expression

1a  $2 + 2 = 4$

1b  $2 + 2 = 4$

2a  $1 + 1$

$1 + 1$

$1 + 1$

$1 + 1$

$1 + 1 = 12$

2b  $1 + 1 = 2$

3a  $2$

3b  $2$

4  $2 + 2 = 4$

5  $2 + 2 + 2 = 6$

6a  $14$

6b  $2$

7  $'M' + 'f' = 3$

$'disappeared' + 'out of sight' = 4$

$(= 7)$

8  $3 + 3 = 6$

9  $5$

10  $4$

11  $10$

12  $a = 2 \quad b = 2 \quad c = 2$

13  $50$

Total Expression/compréhension : 140 points

Total Version : 60



## Baccalauréat séries L LV2, ES LV1, S LV1 &amp; LV2

## Guide pour l'évaluation de l'expression personnelle en anglais

Réalisation de l'exercice et traitement du sujet 4 points	Recevabilité linguistique 6 points
0,5 point - présentation inacceptable - écriture illisible - consignes non respectées - hors sujet - contresens	0,5 – 1 – 1,5 point - inintelligible - lexique indigent - erreurs récurrentes de grammaire élémentaire
1 – 1,5 – 2 points - recopiage du support - hors sujet partiel - sujet compris mais traitement plat et superficiel - construction vague	2 – 2,5 – 3 – 3,5 points - compréhension possible malgré des erreurs fréquentes - lexique limité - syntaxe peu élaborée
2,5 – 3 – 3,5 points - existence d'une problématique - effort de construction	4 – 4,5 – 5 points - erreurs occasionnelles - vocabulaire adapté - syntaxe adéquate
4 points - enchaînement des idées - développement organisé - références culturelles - conviction, humour	5,5 – 6 points - erreurs rares - vocabulaire riche - syntaxe élaborée - capacité à nuancer

Dans un esprit d'évaluation positive, on n'hésitera pas à bonifier – en seconde lecture et selon une échelle + 0,5 / + 1 / + 1,5 – les copies qui se lisent relativement facilement, avec intérêt, voire avec plaisir.

On tiendra compte du soin apporté à la présentation et à la rédaction. On valorisera tout particulièrement les copies dont les auteurs ont *réagi* au sujet proposé, en s'engageant et en exprimant un point de vue personnel.