

SUGGESTIONS DE CORRECTION ET BARÈME A L'ATTENTION DES CORRECTEURS DU  
BACCALAURÉAT

Série S-ES – LV1 – Anglais

Si les erreurs de langue font obstacle à l'intelligibilité du propos du candidat, il est possible d'enlever un tiers des points (**mais pas plus**) pour chacune des questions.

**I - COMPRÉHENSION**

**1. a) Who are the characters present in the scene?**

*Pappy – Henry – Jamie – Laura – Isabelle.*

5 pts (5 x 1 pt)

**b) How are they related to each other?**

*Pappy: Henry and Jamie's father.*

*Laura: Henry's wife.*

*Isabelle: Laura and Henry's daughter.*

*Jamie: Henry's brother.*

Accepter toute autre combinaison qui fonctionne.

8 pts (4 x 2 pts)

**c) Who is telling the story?**

*Laura: the narrator.*

2 pts

**2. a) Where does the scene take place?**

*- Farm.*

*- Mississippi.*

4 pts (2 x 2 pts)

**b) Say in one sentence which particular event is happening on that day.**

*Jamie back home / Jamie's return.*

Ne pas pénaliser si le candidat mentionne "war" (attendu dans la question suivante) mais "back home" doit obligatoirement être mentionné.

2 pts

**c) Why did Jamie go away?**

*War.*

2 pts

**d) 1.50: "And that's what you've been doing all these months . . .?" Explain what he has been doing.**

*Travelling overseas (probably in Europe).*

2 pts

**3. Describe Jamie's physical appearance. Answer in your own words and justify with two quotes from the text.**

Jamie: 1) extremely thin / skinny

2) pale

3) weak / in poor condition

Accorder tous les points quand 2 éléments sur les 3 attendus sont donnés.

2 x 2 = 4 pts

Citations acceptées:

1) "You look like hell" (l.11) / "You need to put some meat on those bones of yours" (l.13) / "He felt light against me, insubstantial", "His ribs . . . piano" (l.25-26)

2) "get some good Mississippi sun on your face" (l.13-14)

3) ". . . if this what you call healing, I'd hate to see what hurting is" (l.54-55)

2 x 2 = 4 pts

8 pts (4 + 4)

**4. a) Describe Henry's feelings at seeing Jamie. Justify your answer with two quotes.**

Henry: - surprised

-overjoyed (excited / very pleased / enthusiastic . . .)

2 x 2 = 4 pts

Citations acceptées:

"He whooped, dropped the bucket and broke into a run" (l.3-4)

"He pelted forward . . . schoolboy" (l.5)

"Clapped each other . . . ritual" (l.8-9)

"I'm glad you didn't wait" (l.22)

2 x 2 = 4 pts

8 pts (4 + 4)

**b) What does the way Henry reacts reveal about him to the narrator? Answer in your own words (20 words).**

2 éléments attendus:

1. Realizes / becomes aware of a side of his personality she didn't know / sees her husband as a different person.

2. Has never seen him so pleased before / realizes he can be happy and enthusiastic.

4 pts (2 x 2 pts)

**5. 1.60-61: "Not the weary smile he wore tonight, but the radiant, reckless grin he'd given me on the dance floor of the Peabody Hotel so many years before."**

**a) What does the change in Jamie's smile reveal about him? (30 words)**

- His smile used to be bright → He used to be a cheerful man.

- Now his smile is sadder and tired → He has had a hard time.

8 pts (4 x 2 pts)

**b) What does this sentence reveal about the characters' relationship so many years before?**

- In love.

- A very close relationship.

2 pts

6. What do you understand about the narrator's feelings towards Jamie now? Justify with two quotes from two different parts of the text - one quote for each part. (30 words, quotes not included).

2 éléments attendus:

1. *Still in love with him.*
2. *Protective / Motherly feelings / She wants to take care of him.*

2 x 3 pts = 6 pts

Citations acceptées:

1er passage:

*"a sudden irrational urge" (1.26)*

*"I stepped back hastily, flustered. Aware of his eyes on me." (1.26-27)*

2ème passage:

*"I would heal him, I thought. I would cook food to strengthen him, play music to soothe him, tell stories to make him smile." (1.59-60)*

*"I would bring him back to himself" (1.62)*

2 x 2 pts = 4 pts

10 pts (6 + 4)

7. a) Describe Henry's personality as seen through the narrator's eyes. Justify your answer with two quotes. (30 words, quotes not included)

Henry: a simple man / down-to-earth, practical / has no doubt about what is right or wrong / satisfied with his life as it is. 3 idées attendues tirées du passage 1.42-1.45; ne pas pénaliser si le candidat mentionne aussi la relation avec le frère, sauf s'il n'y a que ça (= 0 pt).

3 x 1 pt = 3 pts

Citations acceptées:

*"How simple things were for Henry!" (1.42)*

*"... his stark, right-angled world..." (1.43)*

*"... everything was either right or wrong..." (1.43-44)*

*"... there was no doubt..." (1.44)*

*"... never to wrestle with whether or why..." (1.45)*

2 x 2 pts = 4 pts

7 pts (3 + 4)

b) What does the portrait the narrator draws of Henry tell us about the narrator's personality and the way she sees her own life? Justify your answer with one quote. (30 words, quote not included)

The narrator: more complex / dissatisfied with her life / bored with her present life / feels closer to Jamie than to Henry.

She imagines the life she could have had if she had married Jamie instead of Henry.

3 x 2 pts = 6 pts

Citation acceptée:

*"... never to lie awake nights wondering what if" (1.45)*

2 pts

8 pts (6 + 2)

## II - EXPRESSION

Choose one of the following subjects:

1. Do you think having a simple vision of life contributes to happiness? (300 words, +/- 10%)

or

2. Imagine the diary entry the narrator wrote after the evening "on the dance floor of the Peabody Hotel" (1.61). (300 words, +/- 10%)

### Grille pour l'évaluation de l'expression personnelle

*Ne pas pénaliser si le nombre de mots n'est pas indiqué*

Réalisation de l'exercice et traitement du sujet 8 points	Recevabilité linguistique 12 points
<b>0,5 - 1,5 points</b> - consignes non respectées ( <b>ne pas pénaliser si le nombre de mots est dépassé</b> ) - hors sujet - contresens	<b>0,5 - 2,5 points</b> - inintelligible - lexique indigent - erreurs récurrentes de grammaire élémentaire
<b>1,5 - 3,5 points</b> - recopiage du support - hors sujet partiel - sujet compris mais traitement plat et superficiel - construction vague	<b>3 - 6 points</b> - compréhension possible malgré des erreurs fréquentes - lexique limité - syntaxe peu élaborée
<b>4 - 6,5 points</b> - existence d'une problématique - effort de construction	<b>6,5 - 10 pts</b> - erreurs occasionnelles - vocabulaire adapté - syntaxe adéquate
<b>7 - 8 points</b> - enchaînement des idées - développement organisé - références culturelles - conviction, humour	<b>10,5 - 12 points</b> - 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 de 0,5 à 4,5 pts – 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.

En revanche, si la présentation est inacceptable ou l'écriture illisible, on choisira automatiquement le bas de la fourchette choisie dans la colonne « réalisation et traitement du sujet ».