

**Suggestions de correction et barème  
à l'attention des correcteurs du baccalauréat  
L / S – LV2 ANGLAIS**

**NOTE AUX CORRECTEURS**

Les éléments soulignés constituent les idées principales attendues.  
Dans la compréhension écrite, ne pénaliser l'expression des candidats que lorsque le message est  
difficilement compréhensible.

**COMPRÉHENSION**

1. Deduce from the text:

a) the narrator's probable age. Quote one element.

**He must be in his late teens / he's probably about seventeen or eighteen.**

***l.2 : "I'm going to graduate from high school"***

**4 pts (2 + 2)**

b) the country where he probably lives. Quote two elements.

**He probably lives in the USA / He's probably from the US / He must be from America.**

Sont acceptés :

***l.2 (repris dans d'autres lignes) « college » / « high school »***

***l.4 « second grade»***

***l. 9 « sixth grade »***

***l.15 "colors" (American spelling)***

***from line 31 to 35 : traveled / traveler / traveling (American spelling)***

**6 pts (2 pts phrase + 2 pts par citation)**

2. Where is his family originally from? Quote the text to support your answer.

**We understand that they are originally from Mexico. His parents were raised/brought up in "rural areas of Mexico" (l. 8).**

**4 pts (2 pts pour la phrase et 2 pts pour la citation)**

3. a) Use the text to state the levels of education his father and his mother attained.

**His father "went up to the second grade" (l.4) whereas his mother "went up to the sixth grade" (l.5).**

**2 pts (1 pt par citation)**

b) Explain in your own words the reasons for such levels. (40 words)

**Both parents had to stop their studies early because the father had to help his own father on the farm / because they were poor. His mother was forced by her own grand-mother to give up high school and to stay at home. She had to learn to sew to become a "true woman" (l.12) / a good housewife and mother.**

**8 pts (4 pts pour explication père + 4 pts pour explication mère)**

4. a) Which level of education has the narrator reached so far?

**He is about to finish high school / to graduate / he is about to finish his secondary education.**

**2 pts**

b) Explain how. Include two quotations in your answer. (50 words)

**His parents made him work all the time when he was young. (forced him to / obliged him to study/work). Moreover they wouldn't let him go out to play with his friends. / He spent hours studying inside while his friends played outside.**

[Bonus + 3 pts Série S / + 4 pts Série L : His parents reacted in this way as they hadn't been given the same opportunities.]

Another character, Ms. G. helped him go further. She was as hard / strict / demanding with him as his parents were but she was supportive too.

Sont acceptés :

*l. 13 : "my parents were extra hard on me"*

*l. 14 : "my parents made me practice writing my name, numbers ..."*

*l. 15 : "they made me read every day, do all my homework"*

*l. 17 : "I would be inside my house studying or reading a book"*

*l. 18 : "Now, Ms G. is cracking down on me"*

10 pts (8 pts pour le développement et 1 pt par citation\*)

\* accepter 2 citations sur les parents ou 1 citation sur les parents et 1 citation sur Ms. G.

5. a) (1.31) : "I had a choice..." Explain.

**He could either leave school after graduation and get a job or continue his studies at/in university / go into further education.**

4 pts

b) What decision did he make?

**He decided to continue his studies and go to college/university.**

2 pts

c) How did he arrive at this decision? (30-40 words)

**First of all his teacher Ms. G. gave her pupils all kinds of information about going to university. She also took them on field trips to visit several types of colleges to overcome their fears and make them realize that it was possible for them to continue their education. So the narrator was confident enough to decide to go to university.**

6 pts (3 x 2 pts par information soulignée (l'élève n'est sollicité que sur 3 informations))

d) How important is this decision to him?

**He realizes that this decision is the best one for his own future/career/life plan and it also may help/influence his sisters to make such a decision later.**

4 pts (2 x 2 pts par information soulignée)

6. Choose the expression which best sums up the main idea of the text and justify the answer in your own words (30 words) :

- a) "poor kids"
- b) "break the cycle"
- c) "history repeats itself"
- d) "the traveler"

**In my opinion "break the cycle" (b) is the expression which best sums up the main idea of the text. Indeed, the narrator breaks the cycle by being able to and deciding to continue his studies. The circle may also be broken for his sisters as he is paving the way towards a different and brighter future than that of his parents and grand-parents. It shows the positive evolution of an entire family.**

8 pts (2 points pour le titre et 6 points pour la justification)

Seuls les candidats de la série L traiteront cette question.

7. Translate from line 31 “*I had a choice ...*” to the end.

1 pt	<i>I had a choice :</i>	J’avais/j’eus le choix :
2 pts	<i>I could take the road that is more traveled</i>	Je pouvais suivre/prendre la route la plus empruntée
2 pts	<i>by the members of my family and get a job,</i>	par les membres de ma famille et trouver du travail,
2 pts	<i>or I could take the road less traveled</i>	ou je pouvais prendre/suivre la route la moins empruntée
2 pts	<i>and be the first to go to college.</i>	et être le premier (de la famille) à aller à l’université / à poursuivre ses études.
2 pts	<i>I decided to take the road less traveled</i>	Je décidai / j’ai décidé de prendre la route par laquelle on voyage le moins souvent / le chemin le moins emprunté / la route la moins empruntée
2 pts	<i>because I knew it would be better in the long run.</i>	parce que je savais qu’à long terme c’était le meilleur choix.
2 pts	<i>I know that my decision to go to college</i>	Je sais que ma décision d’aller à l’université
2 pts	<i>will affect my sisters’ decisions</i>	influencera les décisions de mes soeurs
3 pts	<i>and they will not be as afraid as I was of traveling this road.</i>	et qu’elles n’auront plus aussi peur que moi de prendre cette route/ce chemin / cette voie.

## EXPRESSION

Les candidats de la série L traiteront les DEUX sujets (300 mots, soit 150 mots pour chaque sujet).

Les candidats de la série S traiteront l’UN des deux sujets au choix (200 mots).

### Sujet 1

To what extent should children fulfil their parents’ dreams?

### Sujet 2

One of the narrator’s sisters decides not to go to university. Imagine and write out the conversation with her brother.

## BARÈME

### I. COMPRÉHENSION

Série S : COMPRÉHENSION : 10 points (note sur 60 points à diviser par 6).

Série L : COMPRÉHENSION + TRADUCTION : 10 points (note sur 80 points à diviser par 8).

Questions	Points
1	a) 4 pts (2 + 2) b) 6 pts (2 + 2 x 2)
2	4 (2 + 2)
3	a) 2 pts (1+1) b) 8 pts (4 + 4)
4	a) 2 pts b) 10 pts (8 + 1+1) <b>Bonus :</b> <b>Série S : 3 pts</b> <b>Série L : 4 pts</b>
5	a) 4 pts b) 2 pts c) 6 pts (3 x 2) d) 4 pts (2 x 2)
6	8 pts (2 + 6)
7	Traduction Série L uniquement : 20 pts

### II. EXPRESSION : 10 points

Voir grille d'évaluation.

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

<b>Réalisation de l'exercice et traitement du sujet</b> <b>8 points</b>	<b>Recevabilité linguistique</b> <b>12 points</b>
<b>0,5 - 1,5 points</b>	<b>0,5 - 2,5 points</b>
<ul style="list-style-type: none"> <li>- consignes non respectées</li> <li>- hors sujet</li> <li>- contresens</li> </ul>	<ul style="list-style-type: none"> <li>- inintelligible</li> <li>- lexique indigent</li> <li>- erreurs récurrentes de grammaire élémentaire</li> </ul>
<b>1,5 – 3,5 points</b>	<b>3 – 6 points</b>
<ul style="list-style-type: none"> <li>- recopiage du support</li> <li>- hors sujet partiel</li> <li>- sujet compris mais traitement plat et superficiel</li> <li>- construction vague</li> </ul>	<ul style="list-style-type: none"> <li>- compréhension possible malgré des erreurs fréquentes</li> <li>- lexique limité</li> <li>- syntaxe peu élaborée</li> </ul>
<b>4 – 6,5 points</b>	<b>6,5 - 10 pts</b>
<ul style="list-style-type: none"> <li>- existence d'une problématique</li> <li>- effort de construction</li> </ul>	<ul style="list-style-type: none"> <li>- erreurs occasionnelles</li> <li>- vocabulaire adapté</li> <li>- syntaxe adéquate</li> </ul>
<b>7 – 8 points</b>	<b>10,5 – 12 points</b>
<ul style="list-style-type: none"> <li>- enchaînement des idées</li> <li>- développement organisé</li> <li>- références culturelles</li> <li>- conviction, humour</li> </ul>	<ul style="list-style-type: none"> <li>- erreurs rares</li> <li>- vocabulaire riche</li> <li>- syntaxe élaborée</li> <li>- capacité à nuancer</li> </ul>

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 ».