

# 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.**



BACCALAUREAT G

SESSION 2003

ANGLAIS – LVI

Séries ES-S

*Durée : 3 heures - Coefficient 3*

**L'usage des calculatrices et de tout dictionnaire est interdit.**

*Barème appliqué pour la correction*

<i>Compréhension écrite</i>	<i>10 points</i>
<i>Expression</i>	<i>10 points</i>

One afternoon Chris and I went up the valley to the gold workings to search out wood for the boat he was planning. A century before, the upper valley had been well populated with men looking for gold, and above the stream bed we came upon a collection of derelict<sup>1</sup> huts and their complicated arrangement of wooden palapets and sluices. We worked on a sluice run until we could free its boards with ease, digging to loosen the framework from the earth. Then Chris stopped and stood up, he held in his hand a long tapered bone from which he shook the remaining shavings. "What's this?" Leaning forward, he pointed the bone at my chest. "I've found it," he said, heavily, "You are condemned to take this boat we build, and sail it for all eternity, he said, and I said, Don't joke, what kind of animal is it?"

We scraped at the earth at the base of the frame and came upon other bones, they were laid out in a pattern that twisted in under the frame posts, and after a while Chris said, I think it's a man. Maybe the miners buried people alive under their buildings for luck, like the Melanesians. But the skeleton was too large to be human, the bones of the legs were exceptionally long, and as we uncovered more of it, we could see that the creature had a thin, curved neck like a swan, but much longer and more powerful. Then I said, It's a moa. We both stopped digging and sat back from the skeleton. We shouldn't move it, I said, and Chris said, But who is there to show it to? We sat and looked at the bones for a while, a little afraid, aware that the great bird had remained undisturbed for a thousand years. Then Chris said that we should collect the bones and take them to the house, where we could piece the skeleton together again, it would be safer there, though safer against what, he did not say. That evening we sat on the veranda and tried to remember what we knew about the great flightless birds that had ruled the country before man arrived from the north and hunted them into oblivion. We argued about their size and colouring, and finally agreed that they had been as high as twelve feet, with powerful, scaly legs and a plumage of deepest blue. Chris was certain that they were predators, able to catch their victims through their great speed across the ground, but I was sure that they did not kill, that they were stately birds who were able to live quietly among the rich grasslands of the time.

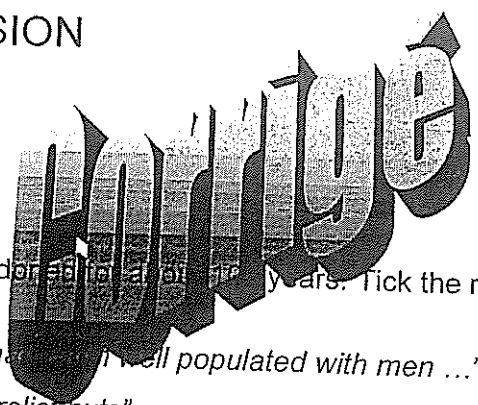
In the days that followed, we laid out the bones in a shed<sup>2</sup> beside the house and began to fit them together. I had made a sketch of how they lay and Chris had glued a piece of paper to each bone and numbered it according to my drawing, the way we imagined scientists did. Because the skeleton had been twisted where it lay in the earth, our attempt to arrange it in its true shape was based partly on how we imagined the bird must once have looked. We worked on the moa late into the evenings, the two of us crouched in the shed under an oil lamp with the bones scattered around us, arranging, adjusting, fitting and matching the pieces we had taken from the earth, until we were light-headed with the effort of it, and still the great bird lay stubbornly misshapen on the floor, less clear now in its form than when we had uncovered it first at the head of the valley. We had been working on the bird now for more than a week, and we sat defeated in front of the skeleton, looking down at the bones, which showed ashen white in the dull light from the lamp. Are you sure you didn't make a mistake with the numbering? I said. Chris stared at me for a moment without speaking, then turned back to the bird, and I wished that I had said nothing.

John Cranna, *Archaeology*, 1989

<sup>1</sup> derelict : that has not been in use for a long time.

<sup>2</sup> shed : small building for storing garden tools or equipment.

## COMPREHENSION



1. Give the names of the main characters.

*The characters are Chris and the narrator.*

*Chris and I. (Accorder la moitié des points).*

2. The area where the adventure starts has been abandoned for many years. Tick the right answer and justify it by quoting the text.

Yes  No  I.2-3 "A century before, the upper valley had been well populated with men ..."  
I.4 "A century before ... a collection of derelict huts"

*Il faudra nécessairement avoir coché "yes" pour obtenir les 3 points accordés à une citation. Accorder la moitié des points pour I.2 "A century before" / I.4 "A collection of derelict huts"*

3. When do the main characters find themselves in the following places? Fill in the grid.

Places	Time
I.1 the valley	"One afternoon" (I.1)
I.23 the veranda	"That evening" (I.22)
I.30 a shed	"in the days that followed" (I.30) ou "late in the evenings (I.35) ou "for more than a week" (I.40)

4. Who or what do the underlined pronouns refer to?

I.1 "Chris and I went up the valley"

*The narrator*

I.2 "the boat he was planning"

*Chris*

I.3 "we came upon"

*Chris and I / Chris and the narrator*

I.9 "sail in her to the west"

*The boat*

I.15 "we uncovered more of it"

*The skeleton*

5. What did the main characters find? Tick the right answer.

the skeleton of a swan

a human skeleton

the skeleton of a great bird

a Melanesian boat

6. a) The two characters did not agree on what to do with their discovery. Justify this statement by two quotations. (Focus on I.11 to I.29)

*Accorder tous les points pour l'ensemble des deux citations I.18 "we shouldn't move it", I said" et I.20 "Then Chris said that we should collect the bones and take them to the house. "*

*Ou pour "we shouldn't move it" , I said and Chris said ..."*

*ou pour "we shouldn't move it" (I.18) "we should collect the bones" (I.20)*

*N'accorder aucun point pour I.18 "I said, and Chris said" ou I.25 "We argued about their size..."*

b) What decision was finally made? Answer in your own words. (20 words)

*They finally decided to take the bones home in order to try and piece the skeleton together.*

7. Are the two characters scientists? Justify your answer by quoting from the text.

Yes  No  I. 32 "The way we imagined scientists did"

*Refuser la ligne 34*

8. ll.34,35 : "We worked on the moa late into the evening" what does this sentence imply about their task? Explain in your own words. (20 words)

*Their task was difficult. Yet, it was thrilling and they didn't want to give up. They spent several days trying to reorganize the bones.*

9. Analyse the feelings of each character at the end of the extract. Justify your answer by quoting the text. (30 words).

*The two characters are exhausted (l.37 "light-headed ... effort") and feel frustrated because they have failed in their attempt to piece the skeleton together. (l.40 "we sat defeated") (l.38 "stubbornly misshapen on the floor") This generates a tension between them. (ll.41-42 )*

10. Translate into French.

From line 41, "Are you sure ..." to "... I had said nothing." line 43

"Are you sure you didn't make a mistake with the numbering? I said.

*Tu es sûr que tu ne t'es pas trompé en numérotant / dans la numérotation ? dis-je.*

Chris stared at me for a moment without speaking,

*Chris me regarda fixement / dévisagea un instant sans dire un mot,*

then, turned back to the bird,

*puis se retourna vers l'oiseau, ( ;)*

And I wished I had said nothing.

*J'aurais aimé n'avoir rien dit. / je regrettais (alors) d'avoir parlé. / ce que j'avais dit.*

## EXPRESSION

Choisissez l'un des deux sujets suivants : (300 mots environ)

1. To what extent can archaeology be exciting ?

2. You have just moved into a new house. You and a friend of yours make an unexpected discovery. Write about it.

## Barème.

1. Compréhension. Total sur 100 points

Question	
1	4 (2x2)
2	6 (2x3)
3	9 (3x3)
4	10 (5x2)
5	3
6 a)	6 (2x3)
b)	6 (2x3)
7	4
8	12
9	16
10	24 (4x6)

2. Expression sur 100 points

Diviser le total (compréhension + expression) par 10.

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

Baccalauréat séries L LV2, ES LV1, S LV1 & LV2

(suggestions du groupe d'anglais de l'inspection générale des langues vivantes)

Candidat / copie n ° .....

Réalisation de l'exercice et traitement du sujet 4 points	Recevabilité linguistique 6 points	Total des points
0,5 points <ul style="list-style-type: none"><li>- présentation inacceptable</li><li>- écriture illisible</li><li>- consignes non respectées</li><li>- hors sujet</li><li>- contresens</li></ul>	0,5 – 1 – 1,5 points <ul style="list-style-type: none"><li>- inintelligible</li><li>- lexique indigent</li><li>- erreurs récurrentes de grammaire élémentaire</li></ul>	
1 – 1,5 – 2 points <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>	2 – 2,5 – 3 – 3,5 points <ul style="list-style-type: none"><li>- compréhension possible malgré des erreurs fréquentes</li><li>- lexique limité</li><li>- syntaxe peu élaborée</li></ul>	
2,5 – 3 – 3,5 points <ul style="list-style-type: none"><li>- existence d'une problématique</li><li>- effort de construction</li></ul>	4 – 4,5 – 5 points <ul style="list-style-type: none"><li>- erreurs occasionnelles</li><li>- vocabulaire adapté</li><li>- syntaxe adéquate</li></ul>	
4 points <ul style="list-style-type: none"><li>- enchaînement des idées</li><li>- développement organisé</li><li>- références culturelles</li><li>- conviction, humour</li></ul>	5,5 – 6 points <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 + 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.