

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 2007

BACCALAURÉAT GÉNÉRAL

ANGLAIS

Séries L et S

Langue Vivante 2

Série L :

Durée 3 heures – Coefficient 4

Série S :

Durée 2 heures – Coefficient 2

Corrigé

L'usage du dictionnaire et des calculatrices est interdit.

Avant de composer, le candidat s'assurera que le sujet comporte bien
4 pages numérotées de 1/4 à 4/4.

Compréhension :	10 points
Expression :	10 points

I think worries are like Russian dolls; almost anything can be eclipsed by something worse. You think a terrible emergency is, say, a monster spot or a bad grade, but that would be nothing if your house burnt down, which would still not be as bad as if you found out you had incurable cancer. (I suppose the only calamity that could top that would be full-on nuclear war.) So it's a matter of scale.

I wondered, as I searched desperately for my completed Keats essay that Thursday night, why on earth I'd ever been concerned about a loon like Daniel Gale. I'd left the essay on my desk, in a blue Slimpick wallet, ready to hand in next day, which would leave the weekend free to do some last-minute revising for the exam. But it had vanished. I looked in all the pockets of my school bag, my course books, my Oxford pad; I got down on my hands and knees and peered under the bed, moved magazines, shoes, clothes; school bag, course books, Oxford pad, under the bed again, then downstairs: house magazines, table drawer, letter rack, under the sofa, under the chairs, in the sideboard, kitchen surfaces, kitchen cupboards, bread crock, bin inside, bin outside (quickly, because it was dark and smelly), airing cupboard, bathroom cabinet, top of the cistern. There aren't that many places in a house the size of ours. Then I really started to panic.

'Mum. Mum! *Mum!*' I bounded back up the stairs and burst into her bedroom.

'God, Charlotte. Is there no privacy in this house?' she snapped, shutting the wardrobe mirror quickly. I vaguely took in the fact that she was wearing a black miniskirt and a shiny white blouse, like a waitress, and she'd been blow-drying her hair in a sad attempt at a Rachel¹. 'Do you think you might knock before you come barging into my room?' Crossly she pulled on her old grey sweater over the blouse; it was nearly as long as the skirt. She saw me shrug. 'I'm only thirty-three. Look at Madonna.'

'Thirty-four tomorrow, what the hell have you got to do with it? Look, Mum, I'm desperate. Have you moved my blue folder from off my desk?'

She clocked the state I was in. 'Give me a minute,' she said reaching for her leggings.

We both knew it was Nan². 'Let me talk to her, you're too hyper.' She went into Nan's room and I heard low voices. Please God, let her remember where she's put it, I prayed as I hung outside the door biting my thumbnail. But Mum's face was glum as she came out.

'Oh, God, Mum! I spent *hours* on that essay! I haven't even got my notes any more! Can't you have another go at her?'

We could hear Nan singing, so I knew it was hopeless.

'I know where we'll find it.' Mum's expression was suddenly bright and I noticed then she'd got lip gloss on.

'Go on.'

'The Tin.'

She slipped back into Nan's room and I heard the wardrobe door go, a scuffle as Mum shifted footwear aside, then the lid of the large biscuit tin Nan keeps full of Spam and canned baked beans in case of war. I twisted impatiently and peeped round the jamb. Nan was flat out on the bed, staring at the ceiling.

At last Mum stood up. 'Sorry, nothing. We'll try downstairs again.'

'Jesus! Why do I have to live in this bloody hole!' I exploded at her. 'You can't put *anything* down without someone interfering with it. I'm completely *sick* of this house! When I get my "A" levels, which I probably won't do at this rate, you'll not see me for dust. God Almighty! What am I going to tell them at school? My nan³ ate my homework?' I was close to tears. 'I *can't* do all that work again. I'm so tired, and what

¹ a Rachel: a hairdo after one of the main characters in *Friends*

² Nan: Granny

³ nan: grandmother

about my revision? I haven't *time* to do both, I'm just going to fail. I don't know why I *bother*.'

'You're hyperventilating. Calm down. We'll have another look and I'll write you a note.' She squeezed past me and began to go downstairs.

55 'A *note*?' I shouted over the banisters at the top of her head. 'Do you know how old I am? It's not like I need to be excused games! A *note* won't do any good.'

Kate Long, *The Bad Mother's Handbook*, 2004 (adapted)

NOTE AUX CANDIDATS

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

- respecter l'ordre des questions et reporter la numérotation sur la copie (numéro et lettre repère le cas échéant) ;
- faire précéder les citations de la mention de l'auteur ;
- composer des phrases complètes lorsque le nombre de mots est indiqué entre parenthèses.

COMPRÉHENSION

- What country is the scene set in?
The scene takes place in Great Britain/England/the United Kingdom
 - Justify your answer by quoting one element from the text.
'A' levels'(ligne 48)/ 'Oxford pad'(ligne 11)/ 'Spam'(ligne 43)
- Where and when does the scene take place? (10 words maximum)
The scene takes place in a house/in Charlotte's house in the evening/at night
- Identify the three main characters and say how they are related. (15 words max.)
The three characters are Charlotte (the narrator), her mother and 'Nan', her grandmother
- Line 17: *Then I really started to panic.*
 - Who does the pronoun 'I' refer to?
Charlotte/the narrator (or both)
 - Account for the character's reaction. (20 words max.)
She cannot find anywhere in her house the essay that she has to hand in the next day at school
- Line 18: 'Mum. Mum! *Mum!*' what does the speaker want? (15 words max.)
She wants to know if her mother has taken/moved from her desk/seen her essay/She wants her mother to help her find her lost essay

6. a) Several times in the text the author chooses to use italics for some of the words spoken by this character. Explain why. (10 words max.)

He chooses italics to underline her feelings/to stress her emotions

- b) What feelings do these words express? Give two elements. (10 words max.)

They express Charlotte's anger and despair

7. Focus on the passage from line 19 to line 29.

- a) Line 19: 'God, Charlotte. Is there no privacy in this house?' Who is speaking?

Charlotte's mother is speaking

- b) What feeling does this character's reaction reveal? Choose among the following words:

irritation / pleasure / disappointment / excitement.

Irritation

- c) In your own words, justify your choice in 7b) using elements from this passage. (20 words max.)

Charlotte's mother is getting dressed and she feels irritated because Charlotte has not knocked on the door before coming in

- d) What does this character decide to do at the end of this passage? (15 words max.)

She decides to stop trying on clothes and to help Charlotte find her essay

8. Focus on the passage from line 30 down to the end.

- a) Is Nan helpful? Justify your answer in your own words using two elements from this passage. (20 words max.)

No, she isn't because she is lying on her bed, singing and not actively taking part in the search for the essay

- b) Line 45: 'Sorry, nothing.' What does this statement show? (15 - 20 words)

This quotation shows that she feels sorry for her daughter because she hasn't managed to find her essay in Nan's bedroom/wardrobe/biscuit tin

- c) How does Charlotte react this time? (10 words max.)

Charlotte is furious (Attention, 'angry/anger' a déjà été donné en réponse à la question 4 b. ; les élèves devront montrer qu'ils ont perçu l'explosion de la colère)

- d) Justify your answer in 8c) by quoting five elements from this passage.

'in this bloody hole' (ligne 46)

'Jesus' seul, non accepté ; mais avec 'bloody hole' accepté

'I exploded at her' (ligne 46)

'you can't put anything down without someone interfering with it (lignes 46-47)

'I'm completely sick of this house' (lignes 47-48)

'God Almighty !' (ligne 49)

'I was close to tears' (ligne 50)

'I can't do all that work again' (ligne 50)

'I haven't time to do both' (ligne 51)

'I don't know why I bother' (lignes 51-52)

'You're hyperventilating. Calm down.' (ligne 53)

Corrigé

9. a) What ultimate solution is suggested to solve Charlotte's problem? (10 words max.)

The mother suggests writing a note

- b) What does Charlotte think of this solution and why? (30 words max.)

She thinks her mother's proposition is stupid/irrelevant because she thinks a note written by her mother will not be accepted as an excuse for an exam for a girl of her age

TRADUCTION

Corrigé

Seuls les candidats de la série L réaliseront cet exercice.

Traduire en français le passage de 'What am I going to tell them... (ligne 49) à ... I'll write you a note.' (ligne 54).

'What am I going to tell them at school? / My nan ate my homework?' / I was close to tears. / 'I can't do all that work again. / I'm so tired, and what about my revision? / I haven't time to do both, / I'm just going to fail. / I don't know why I bother.' /

'You're hyperventilating. Calm down. / We'll have another look and I'll write you a note.' /

'Qu'est-ce que je vais leur dire, à l'école? // Que ma grand-mère a mangé mon devoir?' // J'étais au bord des larmes. // 'Je peux pas tout refaire, c'est pas possible. // Je suis tellement crevée, et mes révisions, alors? // J'ai vraiment pas le temps de faire les deux, // je vais rater mon examen, c'est sûr. // Je ne vois pas pourquoi je m'en fais.' //

'Tu te mets dans un état pas possible. Calme-toi. // On va encore chercher et je te ferai un mot d'excuses.' //

EXPRESSION

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

Les candidats de série L devront obligatoirement traiter les DEUX sujets (300 mots au total, soit environ 150 mots pour chaque sujet).

1. Imagine what happened the next day. Write the story.
2. 'Worries are not always as serious as we may think'. Discuss.

Guide pour l'évaluation de l'expression personnelle en anglais
Baccalauréat séries L LV2, ES LVI, S LVI et LV2

Suggestions du groupe d'anglais de l'Inspection Générale des langues vivantes

Réalisation (de l'exercice et traitement du sujet : 4 points)	Recevabilité linguistique : 6 points	Total des points
0,5 point	0,5 - 1 - 1,5 point	/ 10
<ul style="list-style-type: none"> - présentation inacceptable - écriture illisible - consignes non respectées - hors sujet - contresens 	<ul style="list-style-type: none"> - inintelligible - lexique indigent - erreurs récurrentes de grammaire élémentaire 	
1 - 1,5 -2 points	2 - 2,5 - 3 - 3,5 points	
<ul style="list-style-type: none"> - recopiage du support - hors sujet partiel - sujet compris mais traitement plat et superficiel - construction vague 	<ul style="list-style-type: none"> - compréhension possible malgré des erreurs fréquentes - lexique limité - syntaxe peu élaborée 	
2,5 -3 - 3,5 points	4 - 4,5 - 5 points	
<ul style="list-style-type: none"> - existence d'une problématique - effort de construction 	<ul style="list-style-type: none"> - erreurs occasionnelles - vocabulaire adapté - syntaxe adéquate 	
4 points	5,5 - 6 points	
<ul style="list-style-type: none"> - enchaînement des idées - développement organisé - références culturelles - conviction, humour 	<ul style="list-style-type: none"> - erreurs rares - vocabulaire riche - syntaxe élaborée - capacité à nuancer 	
<p>Dans un esprit d'évaluation positive, on n'hésitera pas à bonifier (en seconde lecture et selon une échelle de + 0,5, / + 1 / + 1,5) les copies qui se lisent relativement facilement, avec intérêt, voire avec plaisir.</p> <p>On tiendra compte du soin apporté à présentation et à la rédaction. On valorisera tout particulièrement les copies dont les auteurs ont <i>réagi</i> au sujet proposé en s'engageant et en exprimant un point de vue personnel.</p>		

SERIE L : Kate Long

ITEM	TOTAL POINTS	CONTENU	PHRASE COMPLETE	CORRECTION LANGUE	BONUS	REMARQUES
1A	2	1.5	0.25	0.25		
1B	2	2	0	0		«Oxford » seul = 0
2	4	3 (2 x 1.5 point)	0.5	0.5		
3	4	3	0.5	0.5		3 personnages + la filiation
4A	2	2	0	0		
4B	6	5 (2 x 2.5 pts)	0.5	0.5		
5	5	4	0.5	0.5		
6A	4	3	0.5	0.5		
6B	5	4 (2 x 2 pts)	0.5	0.5		
7A	3	3	0	0		
7B	2	2	0	0		
7C	5	4 (2 x 2 pts)	0.5	0.5		
7D	5	4 (2 x 2 pts)	0.5	0.5		
8A	7	5 (2 x 2.5 pts)	1	1		
8B	5	4 (2 x 2 pts)	0.5	0.5		
8C	3	2	0.5	0.5		
8D	5	5	0	0		
9A	3	2	0.5	0.5		
9B	8	6 (3 x 2 pts)	0.5	1.5		
Sous-total	80					
Traduction	20 (10 x 2)					10 unités de sens à 2 points chacune
Total général	100					

SERIE S : Kate Long

ITEM	TOTAL POINTS	CONTENU	PHRASE COMPLETE	CORRECTION LANGUE	BONUS	REMARQUES
1A	3	2	0.5	0.5		
1B	3	3	0	0		"Oxford" seul = 0
2	5	4 (2 éléments x 2 points)	0.5	0.5		
3	5	4	0.5	0.5		1 point par personnage et 2 x 0.5 point pour la filiation
4A	2	2	0	0		
4B	7	6 (2 x 3 points)	0.5	0.5		
5	5	4 (2 x 2 points)	0.5	0.5		
6A	4	3	0.5	0.5		
6B	5	4 (2 x 2 pts)	0.5	0.5		
7A	3	3	0	0		
7B	2	2	0	0		
7C	7	6 (2 x 3 pts)	0.5	0.5		
7D	5	4 (2 x 2 pts)	0.5	0.5		
8A	8	6 (2 x 3 pts)	1	1		
8B	7	6 (2 x 3 pts)	0.5	0.5		
8C	4	3	0.5	0.5		
8D	10	10 (2 x 5 pts)	0	0		
9A	3	2	0.5	0.5		
9B	12	10.5 (3 x 3.5 pts)	0.5	1		
Total	100					