

# PROPOSITION DE CORRIGÉ

## COMPRÉHENSION

### Document A

A. Who is Givonte? (3 items)

A **young (male) African-American student** (3 éléments attendus)

3 x ½ pt = 1,5 pt

### Lines 1 to 10

B.

1. What did the older woman do on the train, then on the platform?  
**she kept looking at Givonte / casting glances at him**

1,5 pt

2. How did Givonte interpret the older woman's attitude? What did he believe she thought?

- **he thought that the older woman was scared by him (because of his physical appearance: cause non attendue à ce stade de l'évaluation)**
- **he believed she thought he might attack her**

2 pts

C. What accounts for the older woman's attitude towards him? Answer in a few sentences and justify with three elements from the text.

- **his clothes: (l. 20) "baggy pants" ou (l. 23) "apparel"**
- **his ethnic origin: (l. 18-19) "Here I stand a young African-American male in the 21<sup>st</sup> century"** (moitié des points si le candidat ne cite que la phrase précédente : ll. 17-18)
- **his hairdo: (l. 21) "dreadlocks"**

(Ne donner les points que si la citation est appropriée)

3 pts

### Lines 10 to 26

D. Was this an isolated incident for Givonte? Justify by quoting from the text.

- **no, it wasn't.**
- **"The entire experience was nothing new for me" (ll. 10-11)**

OR **"in fact it has become somewhat of the norm" (l.11)**

0,5 + 0,5 = 1 pt

E. What conclusions about America does he draw from his experience? Answer in a few sentences.  
**he is angry / he blames America for discriminating against people and not getting rid of prejudices against African-Americans and other groups**

3 pts

## Document B

- F. Who are
1. Alex?
  2. Mario?

Choose the relevant answers from the list below and copy them out. (Two items for each character)

a farmer – a mechanic – a music composer – a prisoner of war –  
a Control Centre man – a waiter – a music lover

1. **Alex: a farmer / a music lover**
2. **Mario: a prisoner of war / a music lover**

4 x ½ pt = 2 pts

G. How is Alex regarded by the community and why? Answer in your own words.

- **he is regarded as a weirdo** (accepter synonymes et périphrases)
- **because he listens to music instead of working and he looks mad**

2 + 2 = 4 pts

H. Say whether the following statements are **Right** or **Wrong**? Justify your choice by quoting from the text.

1. **People in the neighbourhood thought Alex and Mario would not get on well.**

**Wrong: (l. 14) “That’ll be two of a kind.”**

2. **Alex and Mario actually got on well.**

**Right: (l. 30) “They looked at each other delighted.”**

(Ne pas attribuer de points si la citation est impropre ou n’a pas été mentionnée)

2 + 2 = 4 pts

## Documents A and B

I. What do the older woman (document A) and the neighbours (document B) have in common? Explain in a few sentences.

**they are all prejudiced against people who are different from them**

(exiger que le candidat mentionne d’une part l’existence de préjugés et d’autre part la cause générale, la différence)

6 pts

J. How do Alex and Givonte each deal with the way people see them? Explain in a few sentences.

- **Givonte is fed up with being considered a criminal / being ill judged on false assumptions**
- **but Alex does not seem to care about the way people think of him**

6 pts

K. In what way can the title of document A, “*Never Judge a Book by its Cover*”, apply to document B? Explain in a few sentences.

- Alex doesn't have prejudices against a newcomer
- And he is ready to accept people as they are
- while the neighbours have pre-conceived ideas about Mario because he's an Italian prisoner-of-war

Accepter toute réponse montrant qu'il convient de ne pas juger les gens sur leur apparence.

6 pts

.../40

## EXPRESSION

Les candidats traiteront les **DEUX** sujets. (150 mots au moins pour chaque sujet)

1. Can one give too much importance to physical appearance?
2. Six months later, the Control Centre has to decide whether Mario should stay with Alex and his wife or not. They send the Sergeant-Major to meet Alex's wife and ask her questions. Imagine their conversation.

## CALCUL DE LA NOTE FINALE

<b>TABLEAU RÉCAPITULATIF DES NOTES</b>	
<b>I. COMPRÉHENSION</b>	
Question	Nombre de points
<b>A</b>	$3 \times 0,5 = 1,5$ pt
<b>B 1</b>	1,5 pt
<b>B 2</b>	2 pts
<b>C</b>	3 pts
<b>D</b>	$0,5 + 0,5 = 1$ pt
<b>E</b>	3 pts
<b>F 1</b>	$2 \times 0,5$ pt = 1 pt
<b>F 2</b>	$2 \times 0,5$ pt = 1 pt
<b>G</b>	$2 + 2 = 4$ pts
<b>H</b>	$2 + 2 = 4$ pts
<b>I</b>	6 pts
<b>J</b>	6 pts
<b>K</b>	6 pts
<b>Sous-total (I)</b>	<b>note (I) = .../40 pts : 4 = ... /10</b>
<b>II. EXPRESSION</b>	
<b>Sous-total (II)</b>	<b>note (II) = .../20 pts : 2 = .../10</b>

<b>NOTE FINALE :</b>	<b>note (I) /10 + note (II) /10 =        /20</b>
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**Arrondir selon les règles suivantes :**

- de 0 à 0,125, arrondir à l'entier inférieur (par exemple, 15,125 => 15/20) ;
- de 0,250 à 0,625, arrondir à 0,5 (par exemple, 15,375 => 15,5/20) ;
- de 0,750 à 1, arrondir à l'entier supérieur (par exemple, 15,875 => 16/20).

**EVALUATION DE L'EXPRESSION ÉCRITE AU BACCALAUREAT GT – ANGLAIS LV2 et LV1**

CRITERES / DEGRES ET POINTS ATTRIBUES	COHERENCE DANS LA CONSTRUCTION DU DISCOURS		CORRECTION DE LA LANGUE	RICHESSSE DE LA LANGUE
	LV2	LV1		
<b>5 pts</b>	- satisfaisante quant au contenu et l'intelligibilité, - <b>touche personnelle</b> et/ou référence pertinente à des notions culturelles.	- <b>cohérence immédiatement perceptible</b> - effort de construction, habile et <b>non artificielle</b> .	- <b>point de vue clair, discours naturellement étayé</b> par des éléments pertinents	- <b>gamme suffisamment large de mots et expressions pour varier les formulations,</b> - <b>MEME SI</b> quelques lacunes ou confusions.
	- <b>intelligible et suffisamment développée,</b> - <b>MEME SI</b> sans originalité et/ou absence de connaissances culturelles.	- <b>présence d'enchaînements</b> chronologiques et/ou logiques - <b>MEME SI</b> parfois <b>maladroits</b> .	- <b>effort soutenu d'articulation dans le discours</b> - <b>MEME SI</b> exemples et arguments <b>sont introduits de façon maladroite</b>	- <b>gamme suffisante de mots et expressions pour pouvoir développer,</b> - <b>MEME SI</b> utilisation <b>fréquente de périphrases, de répétitions</b> ou de mots incorrects.
<b>3 pts</b>			- <b>production immédiatement compréhensible,</b> - <b>MEME SI</b> fréquence des <b>erreurs sur des structures simples</b> ou courantes.	- <b>mots et structures pour la plupart adaptés à l'intention de communication,</b> - <b>MAIS</b> limités, ce qui réduit les possibilités de développement.
<b>2 pts</b>	- <b>correspond à un début de traitement de toutes les tâches</b> - <b>MAIS</b> développements, dans l'un ou l'autre cas, trop limités ou très maladroits (lecture qui requiert un effort).	- <b>simple liste de points,</b> - <b>MAIS</b> l'ensemble reste <b>intelligible</b> .	- <b>point de vue perceptible,</b> - <b>MEME SI</b> l'agencement du discours <b>relève davantage de la juxtaposition que de la logique</b>	- <b>vocabulaire pauvre,</b> nombre important de périphrases, incorrections, répétitions, - <b>MEME SI</b> le discours <b>reste intelligible</b> .
<b>0 pt</b>	- <b>partielle (une tâche non traitée)</b> ou pas de véritable tentative de réponse	- <b>cohérence difficile à percevoir</b> - production confuse.	- <b>point de vue difficile à percevoir</b> - pas de cohérence	- <b>vocabulaire très pauvre</b> - discours pratiquement <b>intelligible</b> .
<b>Points obtenus</b>	<b>/ 5 points</b>	<b>/ 5 points</b>	<b>/ 5 points</b>	<b>/ 5 points</b>
	<b>TOTAL :</b>			<b>/ 20</b>