

PROPOSITION DE CORRIGÉ

I – COMPRÉHENSION (10 points)

Les réponses qui ne figurent pas dans cette proposition de corrigé sont laissées à l'appréciation du correcteur.

Ne pas retirer de points pour les éventuelles erreurs de langue qui n'altèrent en rien le sens de la réponse donnée par le candidat.

Document A

Tous les candidats traitent les questions de A à G.

- A. Who is remembered? Choose the right answer.
2) **Unknown soldiers who died during WW1.**

2 pts

- B. 1) How are these people presented?
They are presented as heroes.

2 pts

- 2) Why are they presented like this? Justify with two quotes.

Because they gave their lives.

“those who gave their lives in World War One” (l. 4)

“the sacrifices made by young men and women during the great war.” (ll. 9-10)

“those who made the ultimate sacrifice.” (l. 18)

2 pts + 1 pt + 1 pt = 4 pts

- C. Name four ways in which Great Britain remembered them on August 4th 2014.
Put out the lights all over London / put messages and pictures of poppies on the billboards at Picadilly Circus / Westminster beamed a light over famous landmarks like Buckingham Palace and Houses of Parliament / lit candles all over the country

4 pts

- D. Say if the following statement is **True** or **False** and justify your answer with a quote:
These commemorations only took place in London.

False.

“millions of people across the country” (ll. 8-9)

“respects were paid across the UK and Europe” (ll. 17-18)

1 pt + 1 pt = 2 pts

Document B

E. Copy out the following paragraph and fill in the blanks. One blank corresponds to one or several words taken from the text.

The scene takes place during **the war/ WW1/ the First World War**. The narrator is in the British **army**. Together with other soldiers he is leaving **England** to go to **France** by **ship/boat**.

(1 pt x5) = 5 pts

F. Is there a sense of danger during the crossing? Justify with a quote.

YES: *“we had to wear life-jackets in case of mines, or maybe submarines”* (ll. 9-10)

1 pt + 1 pt = 2 pts

G. How does the narrator feel when he thinks about his future? Choose the most appropriate adjective and justify with two quotes from the text.

UNCERTAIN

“I wondered how I should ever come back.” (l. 5)

“maybe we’d come back in that white ship with its green band” (ll. 6-7)

“or maybe we wouldn’t come back” (l. 7)

L LVO / S / ES = 1 pt + 0.5 pt + 0.5 pt = 2 pts

L LVA = 1 pt + 1 pt + 1 pt = 3 pts

Seuls les candidats des séries ES, S et de la série L qui ne composent pas au titre de la LVA (Langue vivante approfondie) traiteront la question H.

H. Among the following sentences, say which statements are **True** or **False**. Justify each answer with a quote from the text.

The soldiers:

1. are sharing their feelings about the situation.

False. *“I wondered if the others thought of it, but no one said a word.”* (ll. 7-8)

2. are enjoying a very pleasant crossing.

False. *“the crossing was roughish.”* (l. 9)

3. have a sense of immobility.

True. *“We sat on deck and smoked, and saw England sidle away backwards, as if it were trying to escape.”* (ll. 10-11)

- Aucun point si le candidat ne donne pas de justification

- Aucun point si la justification contredit le choix

- Si la citation est impropre mais ne contredit pas le choix, attribuer le 0,5 point correspondant au choix

3 x (0,5 + 0,5) pt = 3 pts

Seuls les candidats de la série L composant au titre de la LVA (Langue vivante approfondie) traiteront la question I.

I. Explain in a few sentences what lines 10 to 14 reveal about the narrator’s state of mind.

This reveals he’s not really in a hurry to arrive / isn’t looking forward to / is

apprehensive about / is afraid of arriving in France because while on the ship / boat he

is not fighting / the ship is probably a safer place than a battle ground / sense of immobility

2 pts

Tous les candidats traitent les questions de J à N.

- J. How does the narrator feel when he arrives in France? Explain his reaction briefly.
- he's surprised / puzzled / astonished.
 - he expects scenes of war / a battlefield but only finds an ordinary town with ordinary people who do not seem at all affected by war / surprised at the sight of soldiers.

4 pts

Document C

K. Choose the correct answer each time.

1. Turner is ...
- c) an ordinary soldier.

1 pt

2. He is with a convoy that ...
- c) has come to a stop.

1 pt

L. Say in your own words what the men in the convoy can see all around them.

A destroyed town/village / rubble / buildings have fallen down / bodies are lying in the street / wounded soldiers packed into trucks.

3 pts

M. Answer the following questions briefly and justify each time with a quote.

1. What are three of his concerns about the situation?
- He wonders if anybody will be interested
"Who would care?" (l. 2)
 - He is concerned that in the future nobody will know what the situation here was really like.
"Who could ever describe this confusion?" (ll. 2-3)
 - Also that nobody would really be able to remember the places for history books.
"... come up with the village names and the dates for the history books?" (l. 3)
 - He wonders how people will be able to assign blame – say who was responsible for these horrors.
"And take the reasonable view and begin to assign the blame?" (ll. 3-4)

3 x (1 pt + 1 pt) = 6pts

2. How is Turner coping with the situation?
- He is trying not to look at the horrors around him / he is trying to protect himself from seeing the dead and wounded.**

“Turner kept his head down and followed the man in front, protectively folded in his thoughts”. (ll. 10-11)

2 pts + 1 pt = 3 pts

Documents A, B and C

N. Use the three texts to describe three stages in the making of a war hero.

Text B: ordinary soldiers go off to war.

Text C: soldiers dying on the battlefield.

Text A: remembrance for / respect for people who gave their lives / made ultimate sacrifice.

6 pts

Seuls les candidats **composant** au titre de la **LVA** (Langue vivante approfondie) traitent la question O.

O. Contrast the way soldiers are commemorated nowadays with the way they viewed themselves during the World Wars.

- **They are glorified because they gave their lives to save their country.**
- **They are given national importance.**
- **They are commemorated so younger generations will remember what they did.**
- **They are viewed as saviors / protectors of democracy / freedom.**
- **Without their sacrifice, the world as we know it today would probably not exist.**
- **They made a personal sacrifice for the greater good.**

- **At the time, soldiers saw themselves as insignificant.**
- **They didn't realize they were going to play a major role in History.**
- **They felt they didn't have a grasp on their destiny.**

10 pts

II – EXPRESSION (10 points)

Seuls les candidats des séries ES, S et de la série L qui ne composent pas au titre de la LVA (Langue vivante approfondie) traitent les deux sujets suivants :

- A. A journalist writes a short magazine article to say why it is important to commemorate the World Wars. Write the article. (150 words, +/- 10%)

ET

- B. “*No one would ever know what it was like to be here.*” (Document C, ll. 4-5) Turner writes a letter to his mother to tell her about his war experiences. (150 words, +/- 10%)

Seuls les candidats de la série L composant au titre de la LVA (Langue vivante approfondie) traiteront les deux sujets suivants :

- A. “*No one would ever know what it was like to be here.*” (Document C, ll. 4-5) Turner writes a letter to his mother to tell her about his war experiences. (150 words, +/- 10%)

ET

- B. “*Who would care?*” (Document C, l. 2) Why is it important that we should never forget the World Wars? (250 words, +/- 10%)

CALCUL DE LA NOTE FINALE

TABLEAU RÉCAPITULATIF DES NOTES		
I – COMPRÉHENSION note /10 non arrondie		
Questions	BARÈME Série L – LVO Série ES/S	BARÈME Série L – LVA
A.	2 pts	2 pts
B.1	2 pts	2 pts
B.2	2 pts + 1 pt + 1 pt = 4 pts	2 pts + 1 pt + 1 pt = 4 pts
C.	4 pts	4 pts
D.	1 pt + 1 pt = 2 pts	1 pt + 1 pt = 2 pts
E.	(1x5) = 5 pts	(1x 5) = 5 pts
F.	1pt + 1pt = 2 pts	1pt + 1pt = 2 pts
G.	1pt + 0.5 pt + 0.5 pt = 2 pts	1pt + 1pt + 1pt = 3 pts
H.	3 x 1 pt = 3 pts	
I.		2 pts
J.	4 pts	4 pts
K.1	1 pt	1 pt
K.2	1 pt	1 pt
L.	3 pts	3 pts
M.1	(1pt + 1 pt) x 3 = 6 pts	(1pt + 1 pt) x 3 = 6 pts
M.2	2 pts + 1 pt = 3 pts	2 pts + 1 pt = 3 pts
N.	6 pts	6 pts
O.		10 pts
Sous-total partie compréhension	(... / 50 pts) : 5 = ... /10 Ne pas arrondir	(... / 60 pts) : 6 = ... / 10 Ne pas arrondir
II – EXPRESSION note /10 non arrondie		
Sous-total partie expression	(... / 20 pts) : 2 = ... /10 Ne pas arrondir	(... / 20 pts) : 2 = ... / 10 Ne pas arrondir
NOTE FINALE (Compréhension + Expression)	Note de la compréhension /10 + note de l'expression /10= Note finale /20 arrondie au demi-point près, (comme indiqué ci-dessous) Les ½ points sont autorisés car cette note n'est qu'une partie de la note finale qui figurera sur le relevé de notes du candidat.	

Arrondir uniquement la note finale selon les règles suivantes :

1. Si la décimale est inférieure ou égale à 0,24, arrondir au point entier inférieur
Exemples : 12,125/20 → 12/20
 12,24/20 → 12/20
2. Si la décimale se situe entre 0,25 et 0,74 inclus, arrondir au demi-point
Exemples : 12,25/20 → 12,5/20
 12,74/20 → 12,5/20
3. Si la décimale est supérieure ou égale à 0,75, arrondir au point entier supérieur
Exemples : 12,75/20 → 13/20
 12,87/10 → 13/20

BACCALAURÉAT 2015 - EXPRESSION ÉCRITE - GRILLE LVO ANGLAIS

Contenu / Réalisation de la/des tâche(s)	LV1	LV2	Cohérence de la construction du discours	LV1	LV2	Correction de la langue	LV1	LV2	Richesse de la langue	LV1	LV2
Satisfaisante quant au contenu et l'intelligibilité, Touche personnelle et/ou référence pertinente à des notions culturelles.	5		Point de vue clair, discours naturellement étayé par des éléments pertinents	5		Bonne maîtrise des structures simples et courantes, MEME SI des erreurs sur les structures complexes qui ne conduisent à aucun malentendu	5		Gamme suffisamment large de mots et expressions pour varier les formulations, MEME SI quelques lacunes ou confusions.	5	
Intelligible et suffisamment développée, MEME SI sans originalité et/ou absence de connaissances culturelles.	4	5	Effort soutenu d'articulation dans le discours MEME SI exemples et arguments sont introduits de façon maladroite	4	5	Assez bonne maîtrise des structures simples et courantes, MEME SI quelques erreurs sur les structures simples qui ne gênent pas la compréhension.	4	5	Gamme suffisante de mots et expressions pour pouvoir développer, MEME SI utilisation fréquente de périphrases, de répétitions ou de mots incorrects.	4	5
Correspond à un début de traitement de toutes les tâches MAIS développements trop limités ou très maladroits (lecture qui requiert un effort).	2	3	Point de vue perceptible, MEME SI l'agencement du discours relève plus de la juxtaposition que de la logique	2	3	Production globalement compréhensible, MAIS les erreurs se multiplient, au point de rendre la lecture peu aisée.	2	3	Mots et structures pour la plupart adaptés à l'intention de communication, MAIS limités, ce qui réduit les possibilités de développement.	2	3
Partielle (une tâche non traitée) ou pas de véritable tentative de réponse	0	1	Point de vue difficile à percevoir Pas de cohérence	0	1	Production pratiquement inintelligible. Erreurs très nombreuses	0	1	Vocabulaire pauvre, nombre important de périphrases, incorrections, répétitions, MEME SI le discours reste inintelligible.	0	1
Exercice non réalisé	0	0		0	0		0	0	Vocabulaire très pauvre Discours pratiquement inintelligible.	0	0
5 points			5 points			5 points			5 points		

BACCALAURÉAT 2015 - EXPRESSION ÉCRITE - GRILLE LVA ANGLAIS

Contenu / Réalisation de la/des tâche(s)	LV1	LV2	Cohérence de la construction du discours	LV1	LV2	Correction de la langue	LV1	LV2	Richesse de la langue	LV1	LV2
Satisfaisante quant au contenu et l'intelligibilité, Touche personnelle et/ou référence pertinente à des notions culturelles.	5		Discours clair, fluide, démontrant un usage maîtrisé des moyens de structuration et d'articulation	5		Haut degré de correction. Peu d'erreurs	5		Maîtrise d'un vaste répertoire qui permet de s'exprimer à l'écrit sans restriction apparente	5	
Intelligible et suffisamment développée, MEME SI sans originalité et/ou absence de connaissances culturelles.	4	5	Point de vue clair, discours naturellement étayé par des éléments pertinents	4	5	Bonne maîtrise des structures simples et courantes, MEME SI des erreurs sur les structures complexes qui ne conduisent à aucun malentendu.	4	5	Gamme suffisante large de mots et expressions pour varier les formulations, MEME SI quelques lacunes ou confusions.	4	5
Correspond à un début de traitement de toutes les tâches	2	3	Effort soutenu d'articulation dans le discours MEME SI exemples et arguments sont introduits de façon maladroite	3	4	Assez bonne maîtrise des structures simples et courantes, MEME SI quelques erreurs sur les structures simples qui ne gênent pas la compréhension.	3	4	Gamme suffisante de mots et expressions pour pouvoir développer, MEME SI utilisation fréquente de périphrases, de répétitions ou de mots incorrects.	3	4
MAIS développements trop limités ou très maladroits (lecture qui requiert un effort).											
Partielle (une tâche non traitée) ou pas de véritable tentative de réponse	0	1	Point de vue difficile à percevoir Pas de cohérence	0	1	Production dans laquelle les erreurs se multiplient, au point de rendre la lecture peu aisée.	0	1	Mots et structures pour la plupart adaptés à l'intention de communication, MAIS limités, ce qui réduit les possibilités de développement.	0	1
Exercice non réalisé	0	0		0	0		0	0		0	0
5 points			5 points			5 points			5 points		
0											