

BACCALAURÉAT GÉNÉRAL

Session 2015

ANGLAIS

Langue Vivante 1

Durée de l'épreuve : **3 heures**

Séries **ES/S** – coefficient : **3**

Série **L** langue vivante obligatoire (LVO) – coefficient : **4**

Série **L** LVO et langue vivante approfondie (LVA) – coefficient : **8**

L'usage de la calculatrice et du dictionnaire n'est pas autorisé.

Ce corrigé comporte 10 pages numérotées de 1/10 à 10/10.

Répartition des points

Compréhension	10 points
Expression	10 points

DOCUMENT A

1 The move to Pagford had been the worst thing that had ever happened to
Gaia Bawden. Excepting occasional visits to her father in Reading, London was
all that she had ever known. So incredulous had Gaia been, when Kay had first
said she wanted to move to a tiny West Country town, that it had been weeks
5 before she took the threat seriously. She had thought it one of Kay's mad ideas,
like the two chickens she had bought for their tiny back garden in Hackney (killed
by a fox a week after purchase), or deciding to ruin half their saucepans and
permanently scar her own hand by making marmelade, when she hardly ever
cooked.

10 Wrenched from friends she had had from primary school, from the house
she had known since she was eight, from weekends that were, increasingly,
about every kind of urban fun, Gaia had been plunged, over the pleas, threats
and protests, into a life she had never dreamed existed. Cobbled streets and no
shops open after six o'clock, a communal life that seemed to revolve around the
15 church, and where you could often hear birdsong and nothing else: Gaia felt as
though she had fallen through a portal into a land lost in time.

She and Kay had clung tightly to each other all Gaia's life (for her father
had never lived with them, and Kay's two successive relationships had never
been formalized), bickering, condoling and growing steadily more like flat-mates
20 with passing years. Now, though, Gaia saw nothing but an enemy when she
looked across the kitchen table. Her only ambition was to return to London, by
any means possible, and to make Kay as unhappy as she could, in revenge.
She could not decide whether it would punish Kay more to fail all her GCSEs¹, or
to pass them, and try and get her father to agree to house her, while she
25 attended a sixth-form college in London. In the meantime, she had to exist in
alien territory, where her looks and her accent, once instant passports to the
most select social circles, had become foreign currency.

J. K. Rowling, *The Casual Vacancy*, 2012

1. GCSE: diploma for students aged 14 to 16 in Britain

DOCUMENT B

1 Isabel put her fingers lightly across her eyelids, and opened her eyes slowly behind them. She was not, of course, at school. She was at home, in her own bedroom, at number seven, the Quadrant, Larkford Camp, Wiltshire, which had been home for nearly for two years. Before that home had been a bit in
5 Germany, and a bit in Yorkshire and a bit in London, and before that, when it was just Mum and Isabel on their own, a bit in another part of London in a high-up flat with the top of a tree right outside the windows, which Isabel believed she remembered with a passionate nostalgia. There'd also been schools to go with all these places, school after school.

10 "Five schools by year six," Mum had said to Isabel, trying to make the case for boarding school¹. "It's too much. It's too much for you. It isn't fair. You make friends and then you move and lose them. Don't you think you'd rather have continuity, even if it means sleeping away from home?"

15 Isabel didn't know. Even now, technically settled into boarding school, she didn't know. She wanted to feel steadier, she wanted to please, she understood that if Dan got a promotion they might move again – but then, if he didn't, if they didn't, why was it necessary for her to be away from home when home wasn't, after all, changing? And then there were the twins. The twins went to a local nursery school, and when they were five would go to the local primary.

20 "But the twins —" Isabel began.

Mum looked at her. Isabel could see she understood and hadn't got a real answer. She just said, "We – can't plan, you see. Not if we want to stay together. As a family. But if you go to boarding school, at least you know – I know – that one thing, at least, will go on as before. That's all."

25 In Isabel's experience, it was only the small things that went on as before, like the smell of the linen cupboard and the twins' refusal to eat anything orange and the way one fingernail on her left hand grew at a very slight angle. The big stuff, like what was going to happen next, to all of them, was always a giant question mark hanging in the air, affecting everything, every mood. And
30 even when the question mark was answered, it was always replaced by another one. Like today. Today was a big day, a day they had been looking forward for six months, a day that was circled on the kitchen calendar, and for which the twins had made a huge messy paper banner randomly stuck with patches of shiny coloured paper and scraps of pink feather from a dressing-up boa.

35 Today, Dan was coming home from his mission, with his whole battery.

Adapted from Joanna Trollope, *The Soldier's Wife*, 2012

1. Boarding school: a school where students can live during the school year

COMPRÉHENSION (10 POINTS)

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

- respecter l'ordre des questions et reporter les repères sur la copie (lettre ou lettre et numéro ou lettre, numéro et lettre). Exemples : **1.** ou **1.a.** ;
- faire toujours suivre les citations du numéro de la ligne ;
- répondre à toutes les questions en anglais.

En l'absence d'indications spécifiques, le candidat répondra **brièvement** aux questions.

Tous les candidats traitent les questions de I à X

DOCUMENT A

Read the whole text.

- I. How does Gaia feel about moving from London to Pagford? Quote 2 elements from the first paragraph to support your answer.

She hates it. The move to Pagford had been the worst thing that had ever happened to Gaia Bawden (l.1/2) / So incredulous had Gaia been... (l.3) / It had been weeks before she took the threat seriously (l.4/5) / She had thought it one of Kay's mad ideas (l.5).

2 pts pour la réponse + 1 pt / citation = 4 pts.

Read from line 10 to the end.

- II. Quoting from the text, what elements does she associate with London (3 elements) and Pagford (5 elements)?

London : she had friends (l.10) / the house she had known since she was eight (10/11) / every kind of urban fun (l.12) / select social circles (l.27).

Pagford : a tiny West Country town (l.4) / cobbled streets / no shops open after six o'clock / a communal life that seemed to revolve around the church / birdsong and nothing else (l.13/14/15) / a land lost in time (l.16) / alien territory (l.26) / wrenched from friends (l.10).

Accepter les éléments soulignés si donnés seuls.

(3x0.5 pts + 5x0.5 pts = 4 pts).

III. To what extent does this move change her relationship with Kay, her mother?
They used to be close to each other / to have good relationships / to be *like flat-mates* (l.19). They had clung tightly to each other (l.17). But after the move Gaia starts regarding her mother as an enemy (l.20/21).

Accepter formulations personnelles et/ou citations du texte.

Idée de passé/bonne entente : 2 pts et idée de présent/haine : 2 pts = 4 pts.

IV. How does Gaia intend to punish her mother for moving to Pagford? Find 2 elements in the text.

To make Kay as unhappy as she could, in revenge (l.22) / to fail all her GCSEs / or pass them, and try and get her father to agree to house her while she attended a college in London (l.23/24/25).

2 éléments x 2 pts = 4 pts

V. “In the meantime, she had to exist in alien territory, where her looks and her accent, once instant passports to the most select social circles, had become foreign currency.” (l. 25 – 27)

Identify and explain the two metaphors linked to the “alien territory”. (30 words)
Her looks and accent were instant passports (l.26) in London whereas now they are foreign currency (l.27) in Pagford. What made her popular in London is now useless in the countryside. She compares Pagford to a foreign country where she feels like a complete stranger. She feels lost and homesick.

Identification des 2 métaphores : 2x1pt = 2 pts.

Explication des métaphores : 2x3 pts = 6 pts

Total sur 8 pts. (Total sur 6 pts en L LVA)

DOCUMENT B

Read the whole text.

VI. List the characters and say how you think they are connected.

Isabel / her mother / Dan / the twins; they belong to the same family.

Accepter toute réponse plausible par rapport à Dan (father, stepfather...).

4x0.5pt = 2 pts + idée de famille : 1 pt

Total sur 3 pts.

VII. What do you learn about Dan’s professional situation? Support your answer with two elements from the text.

Dan is probably a soldier / the family lives in Larkford Camp, which may be a military camp (l.3) / he's coming home from his mission with his whole battery (l.35) / he is likely to get a promotion soon (l.16).

1 pt pour la situation professionnelle + 1 pt par élément du texte

Total sur 3pts

VIII. "It's too much. It's too much for you. It isn't fair." (l. 11)

1. What "isn't fair"?

Isabel changes schools all the time and leaves her friends behind. And her mother thinks it isn't fair for her daughter.

1pt pour l'idée de changement d'école + 1 pt pour la perte des amis = 2 pts

2. Why does her mother insist on sending Isabel to boarding school?

She wants Isabel to stay in the same school so she can keep her friends and have some sense of stability/continuity even if the family has to move again because of Dan's promotion.

1 pt pour la notion de stabilité à l'école + 1 pt pour la notion de stabilité/amis = 2 pts

IX.

1. Explain Isabel's mixed feelings about her mother's decision.

Isabel feels lost. *She didn't know* (l.14). On the one hand she wants stability but on the other she would like to stay with her mother / family even if she has to move again. She wants to please her mother but at the same time she doesn't see why she should go to boarding school if eventually they don't have to move. She might also feel jealous of the twins who will stay with the mother and go to the local school.

2 pts pour l'idée de *feel lost* + 2 pts pour l'idée de *stability vs. change* = 4 pts

Bonus pour la notion de jalousie envers les jumeaux.

2. What does it reveal about her vision of stability as compared to her mother's?

For Isabel's mother stability means attending the same school / having the same friends whereas Isabel finds stability in the small everyday things of home regardless where this home may be (the smell of the linen cupboard (l.26) / The twins' refusal to eat anything orange (l.26/7)).

2 éléments : 2x3pts = 6 pts (2 x 2 pts = 4 pts pour L LVA)

Bonus pour les candidats qui mentionneraient l'idée de nostalgie associée à l'arbre l.7/8.

DOCUMENT A AND DOCUMENT B

Read the two documents again.

X. Compare and contrast Gaia's and Isabel's situations.

Both girls live with their mothers / they have absent fathers / Gaia doesn't feel at home in Pagford. She hates it and wants to go back to London. Isabel doesn't feel comfortable as she might feel excluded / Gaia's whole world crumbles when she moves away while Isabel changes homes all the time and yet clings to the small things that make home.

2 éléments exigés (2x3pts = 6 pts) (2 x 2 pts = 4 pts pour L LVA)

Seuls les candidats de la série L composant au titre de la LVA (Langue Vivante Approfondie) traitent également la question XI

XI. Show that Gaia and Isabel have a different conception of "home". (50 words)

For Gaia what is important is the place: London. She doesn't care who she is with provided she is in London whereas Isabel needs to be with her family regardless of the place where they live. Their reference points are different: Gaia finds them outside home (friends, parties) whereas Isabel finds them in the small everyday things (inside).

2x3pts = 6 pts.

EXPRESSION (10 points)

Seuls les candidats des séries S et ES et ceux de la série L qui ne composent pas au titre de la LVA (Langue Vivante Approfondie) traitent le sujet I ou le sujet II, au choix.

SUJET I

Leaving home can be scary but it's a necessary step towards growing up. (300 words)

SUJET II

Gaia writes to her father about living in Pagford. Imagine the letter / email. (300 words)

Seuls les candidats de la série L composant au titre de la LVA (Langue Vivante Approfondie) traitent le sujet III ou le sujet IV, au choix.

SUJET III

“But the twins —” Isabel began. (l. 20)

Starting with this line, rewrite the end of the text focusing on Isabel’s thoughts and feelings. (300 words)

SUJET IV

“Growing up is never easy. You hold on to things that were. You wonder about what’s to come.” (N. Marlens, *The Wonder Years*). Discuss this statement. (300 words)

BAREME S / ES / L

I	2 pts + 2x1 pts	4 pts
II	(3x0.5 pt) + (5x0.5 pt)	4 pts
III	2 pts + 2 pts	4 pts
IV	2 pts + 2 pts	4 pts
V	1 pt + 1 pt + (2x3 pts)	8 pts
VI	4x0.5 pt + 1 pt	3 pts
VII	1 pt + (1 pt + 1 pt)	3 pts
VIII	1 pt + 1 pt	4 pts
	1 pt + 1 pt	
IX	2 pts + 2 pts	10 pts
	2x3 pts	
X	2x3 pts	6 pts
	TOTAL	50 pts à diviser par 5 pour obtenir la note finale de compréhension sur 10

BAREME L LVA

I	2 pts + 2 pts	4 pts
II	(3x0.5 pt) + (5x0.5 pt)	4 pts
III	2 pts + 2 pts	4 pts
IV	2 pts + 2 pts	4 pts
V	1 pt + 1 pt + (2x2 pts)	6 pts
VI	4x0.5 pt + 1 pt	3 pts
VII	1 pt + (1 pt + 1 pt)	3 pts
VIII	1 pt + 1 pt	4 pts
	1 pt + 1 pt	
IX	2 pts + 2 pts	8 pts
	2x2 pts	
X	2x2 pts	4 pts
XI	2x3 pts	6 pts
	TOTAL	50 pts à diviser par 5 pour obtenir la note finale de compréhension sur 10

Expression : 10 pts

TOTAL : compréhension 10 pts + expression 10pts = 20pts

Arrondir la note finale :

- notes de 0 à 0,24 / de 0,5 à 0,74 : arrondir au demi-point inférieur

- notes de 0,25 à 0,49 / de 0,75 à 0,99 : arrondir au demi-point supérieur