

## PROPOSITION DE CORRIGÉ – SERIE L

### 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.*

Tous les candidats de la série L traitent les questions de A à K.

#### Document A

A. Complete the following sentence by choosing one of the four suggestions.

The narrator wants to celebrate...

- **3. his arrival in the USA 25 years ago.**

2 pts

B. Using your own words, explain why Gitelson and the narrator are “*ship brothers*” (l. 3).

- **they emigrated to the US,**
- **on the same boat.**

2 × 1 pt = 2 pts

C. How did Gitelson help the narrator in the past? Find two elements.

- **He lent him \$10.**
- **He gave him some good advice / he suggested he become a tailor.**

2 x 1 pt = 2 pts

D. Compare the two characters' situations in the past.

- **Gitelson looked pretty successful / He owned his own shop.**
- **The narrator was poor / destitute / The narrator was probably unemployed.**

4 pts

E. What are the two characters' situations like today? Explain and justify with 2 quotes for each character.

**Gitelson's business has failed / he has become an employee / he is no longer his own boss**

- **“He was still working at his trade.” (l. 5)**
- **“I knew he was employed by a ladies' tailor at custom work somewhere in Brooklyn.” (ll. 6-7)**
- **“The custom-tailoring shop he had once started for himself had proved a failure.” (ll. 7-8)**
- **“He was still working with his needle.” (l. 18)**

**The narrator is successful since he is now working in a luxurious office / he has employees.**

- **“I was alone in my private office” (l. 12)**
- **“My eye swept the expensive furniture of my office.” (l. 13)**
- **“my switchboard girl.” (ll. 23-24)**

2 + (4 × 1) pts = 6 pts

## Document B

- F. Choose which three adjectives best describe Jack Ballentine.  
**SPORTY – FAMOUS – CLEVER**

*Acceptor CARELESS*

**3 pts**

- G. Say whether the following statements are **True** or **False**. Justify with a quote.

1. Jack Ballentine came from a working-class family.  
**TRUE : “he grew up as a steelworker’s son.” (l. 3)**
2. He went to university because he was good at maths.  
**FALSE : “discovered a talent for football in high school” (ll. 3-4)**
3. His job was to play football.  
**TRUE: “led the Dallas cowboys to three Super Bowl victories” (ll. 5-6) / “his high-profile professional career.” (l. 6)**
4. He decided to build stadiums.  
**FALSE: “becoming a self-styled real-estate developer.” (l. 10) / “Mr. High-rise” (l. 14)**

**4 pts**

- H. Using your own words, give two reasons why Jack Ballentine’s success first came as a surprise.
- **People thought ex-sportsmen waste their fortune in unreasonable pastimes.**
  - **They didn’t expect a sportsman to become a renowned / successful businessman.**

**2 + 2 pts = 4 pts**

- I. How did Jack Ballentine’s story end? Explain in your own words how people reacted, and why.
- **Ballentine lost everything / His empire collapsed.**
  - **People were delighted.**
  - **People enjoyed witnessing such a dramatic failure / fall / demise.**

**1 + 1 + 1 pts = 3 pts**

## Documents A and B

- J. Compare and contrast Gitelson's and Jack Ballentine's careers (3 elements).
- **One is famous / the other not.**
  - **Contrary to Gitelson, Ballentine was successful at first: his rise was followed by a dramatic fall. / Gitelson's business never became successful. Eventually, he had to become an employee again.**
  - **Fast success / fast demise.**

6 pts

- K. To what extent are Levinsky and Ballentine examples of self-made men? Answer in a few sentences.
- **Levinsky worked as a poor tailor, then he became his own boss. / Ballentine's father was a manual worker / Ballentine earned money as a sportsman, managed to become a business man. / Both men started off as part of the working-class and successfully worked their way up thanks to their personal efforts.**
  - **Both careers are similar in that both men knew nothing about the trade they started, and both earned a lot of money later.**
  - **Levinsky became very successful after starting from scratch, while Ballentine invested the money he had previously earned.**
  - **They also both seem to be leading their careers all by themselves.**

L : 4 pts  
LVA : 8 pts

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

- L. In both texts, how are the failures of Gitelson and Jack Ballentine perceived?
- **In both texts the failure is related by the narrators.**
  - **However, in Document A, it is the narrator's personal reaction which is presented. He seems contemptuous towards Gitelson. ("Is he going to disappoint me, the idiot?" l. 21).**
  - **Whereas in Document B, the narrator insists on the wide public response due to a large media coverage. ("It was a widely publicized downfall. And the public loved it." l. 22)**

LVA : 6 pts

## II – EXPRESSION (10 points)

Seuls les candidats de la série L qui ne composent pas au titre de la LVA (Langue vivante approfondie) traitent l'un des sujets A (125 mots +/- 10%) ET le sujet B (125 mots +/- 10%).

### Sujet A

1. What does the American Dream mean to you today? Illustrate with examples.

### OU

2. “*It was a widely publicized downfall. And the public loved it.*” (Document B, l. 22)  
Write an article expressing your views about how far you think the media should go to please an audience.

### ET

### Sujet B

Imagine the conversation between the narrator and Gitelson when they meet again in the narrator’s office.

Seuls les candidats de la série L composant au titre de la LVA (Langue vivante approfondie) traitent l'un des deux sujets A (150 mots +/- 10%) ET le sujet B (150 mots +/- 10%).

### Sujet A

1. What does the American Dream mean to you today? Illustrate with examples.

### OU

2. “*It was a widely publicized downfall. And the public loved it.*” (Document B, l. 22)  
Write an article expressing your views about how far you think the media should go to please an audience.

### ET

### Sujet B

In your opinion, can failure be an ingredient for success? Illustrate with examples.

## PROPOSITION DE CORRIGÉ – SERIES ES et S

### 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.*

Tous les candidats des séries ES et S traitent toutes les questions.

#### Document A

A. Complete the following sentence by choosing one of the four suggestions.

The narrator wants to celebrate...

- **3. his arrival in the USA 25 years ago.**

3 pts

B. Using your own words, explain why Gitelson and the narrator are “*ship brothers*” (l.3).

- **they immigrated to the US,**
- **on the same boat.**

2 × 1 pt = 2 pts

C. How did Gitelson help the narrator in the past? Find two elements.

- **He lent him \$10.**
- **He offered him some good advice / he suggested he become a tailor.**

2 x 2 pts = 4 pts

D. Compare the two characters' situations in the past.

- **Gitelson looked pretty successful / He owned his own shop.**
- **The narrator was poor / destitute / The narrator was probably unemployed.**

4 pts

E. What are the two characters' situations like today? Explain and justify with 2 quotes for each character.

**Gitelson's business has failed / he has become an employee / he is no longer his own boss**

- **“He was *still* working at his trade.” (l. 5)**
- **“I knew he was employed by a ladies' tailor at custom work somewhere in Brooklyn.” (ll. 6-7)**
- **“The custom-tailoring shop he had once started for himself had proved a failure.” (ll. 7-8)**
- **“He was still working with his needle.” (l. 18)**

**The narrator is successful since he is now working in a luxurious office / he has employees.**

- **“I was alone in my private office.” (l. 12)**
- **“My eye swept the expensive furniture of my office.” (l. 13)**
- **“my switchboard girl.” (ll. 23-24)**

2 + 4 × 1 pts = 6 pts

## Document B

- F. Choose which three adjectives best describe Jack Ballentine.  
**SPORTY – FAMOUS – CLEVER**

Accepted **CARELESS**

3 pts

- G. Say whether the following statements are **True** or **False**. Justify with a quote.

1. Jack Ballentine came from a working-class family.  
**TRUE : “he grew up as a steelworker’s son.” (l. 3)**
2. He went to university because he was good at maths.  
**FALSE : “discovered a talent for football in high school” (ll. 3-4)**
3. His job was to play football.  
**TRUE: “led the Dallas cowboys to three Super Bowl victories” (ll. 5-6) / “his high-profile professional career.” (l. 6)**
4. He decided to build stadiums.  
**FALSE: “becoming a self-styled real-estate developer.” (l. 10) / “Mr. High-rise” (l. 14)**

4 pts

- H. Using your own words, give two reasons why Jack Ballentine’s success first came as a surprise.
- **People thought ex-sportsmen waste their fortune in unreasonable pass-times.**
  - **They didn’t expect a sportsman to become a renowned / successful businessman.**

2 + 2 pts = 4 pts

- I. How did Jack Ballentine’s story end? Explain in your own words how people reacted, and why.
- **Ballentine lost everything / His empire collapsed.**
  - **People were delighted.**
  - **People enjoyed witnessing such a dramatic demise.**

1 + 1 + 2 pts = 4 pts

## Documents A and B

- J. Compare and contrast Gitelson’s and Jack Ballentine’s careers.
- **One is famous / the other not.**
  - **Contrary to Gitelson, Ballentine was successful at first: his rise was followed by a dramatic fall. / Gitelson’s business never became successful. Eventually, he had to become an employee again.**
  - **Fast success/fast loss.**

6 pts

## II – EXPRESSION (10 points)

Tous les candidats des séries ES et S traitent l'un des deux sujets suivants.

1. “*It was a widely publicized downfall. And the public loved it.*” (Document B, l. 22). Write an article expressing your views about how far you think the media should go to please an audience. (150 mots +/- 10%)

OU

2. Imagine the conversation between the narrator and Gitelson when they meet again in the narrator’s office. (150 mots +/- 10%)

CORRIGÉ

## CALCUL DE LA NOTE FINALE

TABLEAU RÉCAPITULATIF DES NOTES			
I – COMPRÉHENSION note /10 non arrondie			
Questions	BARÈME Série L LVO	BARÈME Série L LVA	BARÈME Séries ES / S
<b>A.</b>	2 pts	2 pts	3 pts
<b>B.</b>	2 pts	2 pts	2 pts
<b>C.</b>	2 pts	2 pts	4 pts
<b>D.</b>	4 pts	4 pts	4 pts
<b>E.</b>	6 pts	6 pts	6 pts
<b>F.</b>	3 pts	3 pts	3 pts
<b>G.</b>	4 pts	4 pts	4 pts
<b>H.</b>	4 pts	4 pts	4 pts
<b>I.</b>	3 pts	3 pts	4 pts
<b>J.</b>	6 pts	6 pts	6 pts
<b>K.</b>	4 pts	8 pts	
<b>L.</b>		6 pts	
Sous-total partie compréhension	(... / 40 pts) : 4 = .../10 <b>Ne pas arrondir</b>	(... / 50 pts) : 5 = .../10 <b>Ne pas arrondir</b>	(... / 40 pts) : 4 = .../10 <b>Ne pas arrondir</b>
II – EXPRESSION note /10 non arrondie			
Sous-total partie expression	(... / 20 pts) : 2 = ... /10 <b>Ne pas arrondir</b>	(... / 20 pts) : 2 = ... /10 <b>Ne pas arrondir</b>	(... / 20 pts) : 2 = ... /10 <b>Ne pas arrondir</b>
<b>NOTE FINALE</b> (Compréhension + Expression)	Note de la compréhension /10 + note de l'expression /10 = <b>Note finale /20 arrondie au demi-point près,</b> (comme indiqué ci-dessous)  <b>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.</b>		

**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,	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	
Touche personnelle et/ou référence pertinente à des notions culturelles.											
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	2	3	Point de vue perceptible,	2	3	Production immédiatement compréhensible,  MEME SI fréquence des erreurs sur des structures simples ou courantes.	3	4	Mots et structures pour la plupart adaptés à l'intention de communication,  MAIS limités, ce qui réduit les possibilités de développement.	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 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		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,	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	
Touche personnelle et/ou référence pertinente à des notions culturelles.											
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
			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,	3	4
Correspond à un début de traitement de toutes les tâches	2	3	Point de vue perceptible,	2	3	Production compréhensible	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
MAIS développements trop limités ou très maladroits (lecture qui requiert un effort).			MEME SI l'agencement du discours relève plus de la juxtaposition que de la logique			MEME SI fréquence des erreurs sur des structures simples ou courantes.					
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	Vocabulaire pauvre, nombre important de périphrases, incorrections, répétitions,	0	1
Exercice non réalisé	0	0		0	0		0	0		0	0
5 points			5 points			5 points			5 points		