

ATTENTION :

- Ne pas sanctionner les candidats qui ne font pas figurer les guillemets, ou ne mentionnent pas les numéros de lignes, ni les erreurs de copie, ni les erreurs de numérotation. Les éléments en gras constituent le minimum exigible.
- Lorsque les candidats rédigent 'in their own words', ne pas pénaliser les erreurs si le message est compréhensible.

COMPRÉHENSION SUR 20 POINTS, TOTAL DES POINTS DIVISÉ PAR 2 = NOTE SUR 10

I. COMPRÉHENSION DE L'ÉCRIT

| Questions | Réponses attendues | Pts par réponse |
|---|---|------------------------|
| Document 1: <i>The Hero in You</i> | | |
| A. Choose the best title for BOTH documents. | 3- You Can Do It | 1 pt |
| B. What are the main ideas expressed in the song? Choose three appropriate answers from the list below: | 1- Don't give up. | 1 pt |
| | 3- Just be yourself. | 1 pt |
| | 4- Everyone has potential. | 1 pt |
| | Si le candidat a utilisé plus de trois réponses , alors n'attribuer aucun point pour cet exercice. | |
| C. Complete the following sentence with one adjective . | The purpose of the song is to make people feel good/ better/ self-confident/.... Accepter d'autres adjectifs positifs. Ne pas pénaliser si comparatifs en deux mots (ex : more motivated...) | 1 pt |
| D. According to the narrator, do you have to be perfect to be a hero? Answer and justify by quoting the text. | NO, you don't have to be perfect to be a hero. "All your bumps and all your scratches, All your holes and all your patches, It's You! It's true! You have no matches There's a hero in you" (ll. 5-8) Ou "You can make the hero you are With your brains, your aim And your battle scars" (ll. 9-11) | 1 pt non fragmentable |
| Total exercices document 1 | | |
| Document 2: <i>Learning to Think Outside the Box</i> | | |
| E. Choose the three appropriate answers to complete the sentence : Creativity is the ability to | 1- invent new gadgets. | 0,5 pt |
| | 2- solve problems. | 0,5 pt |
| | 6- accept failure. | 0,5 pt |
| F. True or False? Justify by quoting the text: | | Point non fragmentable |
| 1) Professor Burnett wants her students to become famous inventors. | False: "I don't expect them to be the next Steve Jobs or invent the flying car," says their professor, Dr. Cyndi Burnett. But I do want them to be more effective and resourceful problem solvers." (ll. 6-8) | 1,5 pt |
| 6 POINTS | | |

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| 2) Creativity is a talent you're born with. | False: "Once considered the product of genius or divine inspiration, creativity —the ability to spot problems and devise smart solutions— is being recast as a prized and teachable skill. " (ll. 9-10) Ou "The view of creativity as a practical skill that can be learned and applied in daily life is a 180-degree flip from the thinking that it requires a little magic" (ll. 26-27) | 1,5 pt |
| 3) Today's economy requires more creative people. | True: " The marketplace is demanding it. " (l. 17-18) | 1,5 pt |
| 4) Making mistakes is indispensable for learning. | True: "Getting into a creative mind-set involves a lot of trial and error." (ll. 22-23) ACCEPTER: "The frequency and intensity of failures is an implicit principle of the course." (ll. 21-22) ACCEPTER: "Construct a résumé based on things that didn't work out and find the meaning and influence these have had on your choices." (ll. 24-25) | 1,5 pt |
| 5) This educational approach is a major change. | True: "The view of creativity as a practical skill that can be learned and applied in daily life is a 180-degree flip from the thinking that it requires a little magic" (ll. 26-27) | 1,5 pt |
| Total exercices document 2 | | 9 POINTS |

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| Documents 1 and 2 | | |
| G. Choose the quotation which corresponds to BOTH documents. Justify for both documents in your own words. | 3- "Only those who dare to fail greatly can ever achieve greatly." Robert F. Kennedy. In the song, Ellis Paul suggests that even if you fail, you have to continue trying, and it is okay to make mistakes. If you're afraid of failure, you won't accomplish anything. In the article, the teachers suggest that you can learn from your mistakes and failures, and that it is important to try things that might not succeed. That's why Matson has a course called "Failure 101". <i>La longueur de la réponse ne sera pas prise en compte.</i> | 2 pts 3 pts Ne pas pénaliser la syntaxe si la réponse est intelligible |
| Total exercices documents 1 et 2 | | 5 POINTS |

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| Total général | 20 points à diviser par 2 pour obtenir note sur 10 |
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BACCALAURÉAT 2015 - EXPRESSION ÉCRITE - GRILLE LV1 - LV2 - 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, | 4 | 5 | Effort soutenu d'articulation dans le discours | 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 |
| MEME SI sans originalité et/ou absence de connaissances culturelles. | | | | | | | | | | | |
| | | | | | | 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 |
| Correspond à un début de traitement de toutes les tâches | 2 | 3 | Point de vue perceptible, | 2 | 3 | Production globalement compréhensible, MAIS les erreurs se multiplient, au point de rendre la lecture peu aisée. | 2 | 3 | Vocabulaire pauvre, nombre important de périphrases, incorrections, répétitions, MEME SI le discours reste intelligible. | 2 | 3 |
| 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 | 0 | 1 | Production pratiquement inintelligible. Erreurs très nombreuses | 0 | 1 | Vocabulaire très pauvre Discours pratiquement inintelligible. | 0 | 1 |
| | | | Pas de cohérence | | | | | | | | |
| Exercice non réalisé | 0 | 0 | | 0 | 0 | | 0 | 0 | | 0 | 0 |
| 5 points | | | 5 points | | | 5 points | | | 5 points | | |