

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: | | |
| A. 1) True or False? Answer the question and justify by quoting the text. a) The proportion of women who go to the cinema is increasing. b) Only films centered around male characters are successful. c) Some women are film directors. | a) True (l. 2) "women are beginning to have more impact than ever on ticket sales" OR l. 8 "the growing power of female audiences is being recognised" OR l. 1-2 "you may have noticed the gender gap is shrinking" b) False (l. 12-13) "anything that is not about white middle-aged males can also be a hit" c) True (l. 14) "Women behind the camera", (l. 9-11) "Reese Witherspoon is just really focused on creating more and more roles for herself and other women," | 3 pts 1 pt insécable X 3 |
| A. 2) What is explained about the evolution of the film industry? Choose the right answer and copy it onto your paper. | a- Men are less and less dominant in the movie industry. | 1 pt |
| A. 3) Explain, in your own words, the three ways in which women contribute to this evolution. | Women can participate in different ways: they can go to the cinema , they can make films (= women are film directors) and they can be popular actresses . | 1,5 pts 0,5 pt X 3 |
| A. 4) Is Hollywood adapting quickly to this evolution? Answer the question and justify your answer by quoting the text. | No. (l. 17) "the studios are being slow to capitalise on female power" | 1 pt insécable. |
| B. What do the three films (Fifty Shades of Grey, Cinderella and The Divergent Series: Insurgent) have in common? | a- they were blockbusters d- they particularly appealed to women | 2 pts 1 pt X 2 |
| Total exercices document 1 | | |
| Document 2: | | |
| C. 1) Finish the sentence by choosing the right ending. Write it down onto your paper. | The phone conversation mentioned in the text took place... c- a few days before the characters had dinner together. | 1 pt |
| 8,5 POINTS | | |

| | | |
|--|---|---|
| <p>C. 2) Who do the underlined pronouns refer to? a) “I had a girl phone in the other day” b) “<i>Mr Milford</i>, she says” c) “<i>Mr Milford</i>, I’m afraid” d) “I need you” e) “I’ll give <u>him</u> a job”</p> | <p>a) Matthew b) the girl c) the girl d) Matthew e) the girl’s son (accepter “the girl’s baby”)</p> | <p>2,5 pt 0,5 pt X 5</p> |
| <p>C. 3) Choose the right ending to finish the sentence and write it down onto your paper.</p> | <p>c- Italics are used in the first paragraph to indicate what the girl said on the phone.</p> | <p>1 pt</p> |
| <p>D. Fill in the gaps with the appropriate element to explain the relationship between the characters.</p> | <p>Matthew is Louisa’s husband. Matthew is the girl’s boss. Matthew is Juliet’s host.</p> | <p>1,5 pt 0,5 pt X 3</p> |
| <p>E. Match the characters with the following thoughts and write your answer onto your paper. One character has two thoughts.</p> | <p>1. d: the girl “I don’t want to sacrifice my personal life for my professional life?” 2. a: Matthew “Women can’t have everything they want.” 3. a: Matthew “The one who has the money is the one who decides.” 4. c: Juliet “Women must take action when they are discriminated against.” 5. b: Louisa “She may be right, but it’s not as simple as that.”</p> | <p>2,5 pt 0,5 pt X 5</p> |
| <p>Total exercices document 2</p> | | |
| <p>Documents 1 and 2.</p> | | |
| <p>F. Choose the correct answer. Both documents raise the question of</p> | <p>2. gender equality.</p> | <p>1 pt</p> |
| <p>G. Domination is associated with ONE other element common to BOTH texts. Choose the appropriate element from the list below and justify with one quote from each text.</p> | <p><i>d- Money</i> Document 1: (l.6-7) “the movies have brought in more than \$480 million to date in North America, making a powerful statement.” Document 2: (l. 31-32) “I pay for the house, the cars, the school fees” Accepter (l. 33-34) “He counted it with his thick fingers in front of Juliet’s face, as though she ought to be grateful.”</p> | <p>2 pts. 1 pt pour la réponse. Pas de point pour la réponse s’il n’y a aucune citation. 0,5 pt X 2 pour les citations.</p> |
| <p>Total exercices documents 1 et 2</p> | | |
| <p>Total général</p> | | |
| <p>20 points à diviser par 2 pour obtenir note sur 10</p> | | <p>3 POINTS</p> |

BACCALAURÉAT 2016 - EXPRESSION ÉCRITE - GRILLE LV1 - 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 |
| | | | | | | 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 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 | Vocabulaire pauvre, nombre important de périphrases, incorrections, répétitions, MEME SI le discours reste intelligible. | 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 très pauvre Discours pratiquement inintelligible. | 0 | 1 |
| Exercice non réalisé | 0 | 0 | | 0 | 0 | | 0 | 0 | | 0 | 0 |
| 5 points | | | 5 points | | | 5 points | | | 5 points | | |