

# BACCALAURÉAT GÉNÉRAL

Session 2017

## ANGLAIS

### Langue Vivante 2

Séries **ES/S**

Durée de l'épreuve : **2 heures** – coefficient : **2**

Série **L** Langue vivante obligatoire (LVO)

Durée de l'épreuve : **3 heures** – coefficient : **4**

Série **L** LVO et langue vivante approfondie (LVA)

Durée de l'épreuve : **3 heures** – coefficient : **8**

# CORRIGÉ

### Répartition des points

Compréhension	10 points
Expression	10 points

**Questionnaire à traiter par les candidats de la série L**

**I. COMPRÉHENSION (10 point)**

Document A

1. **Who is the Duke of Cambridge?**  
Prince William.

**L LVO: 3 points      L LVA : 2 points**

2. **What country is the Duke of Cambridge talking about in line 1?**  
UK. Accepter Great Britain.

**L LVO: 3 points      L LVA : 2 points**

3. **What does the Duke suggest people can do to fight bullying? Find two quotes.**  
“to be alert” l.11 ; “to be ready to challenge the behaviour we see around us” l.11-12 ; “stand up” l.13. Accepter deux de ces trois propositions.

**L LVO : 6 points (2x3 points)      L LVA : 4 points (2x2 points)**

4. **According to the text, who are the victims of bullying? Pick out four elements from the text.**  
“no one was immune” l.4 ; “any one of us” l.5 ; “regardless of [ ... ] religion” l.5 ; “adults were affected as well” l.23 ; “it does not only affect children and young people” l.25.

**L LVO : 12 points (4x3 points)      L LVA : 8 points (4x2 points)**

5. **Pick out four different contexts where people are bullied.**  
Playground, classroom, homes, workplaces so all around us. Wider communities.

**L LVO : 12 points (4x3 points)      L LVA : 8 points (4x2 points)**

6. **a) Find elements in the text showing that bullying has psychological effects.**  
“bullying can have a profoundly damaging and long-lasting effect” ll.9-10 ; “shatter their trust [...] state of mind” ll.20-22

**L LVO : 8 points      L LVA : 4 points**

- b) Name potential effects.**

“powerless and isolated” l.9 ; “depression, anxiety and suicidal thoughts [...] healthy relationships” ll.29-30

**L LVO : 8 points      L LVA : 4 points**

7. **Explain in your own words what the Duke says in line 13: “we do not stand by, but instead stand up”.**

He wants **everybody** to **participate** in the fight against bullying so that it stops. We can understand that it has **not been the case in the past** and that people have **turned a blind eye to/ignored** bullying that's why it has become a **huge problem** in all its different aspects especially with **social media**.

**L LVO : 12 points**

**L LVA : 12 points**

8. **Focus on National Stand Up to Bullying Day.**

- a) **What's the impact of a National Day?**

Bullying has become an issue in English society according to the article and a National Day focuses attention on the problem.

**L LVA : 6 points**

- b) **Why do you think the Duke was chosen?**

Prince William was chosen as a figurehead because of his position as a **prominent member of the Royal family** and more especially as **the son of the Princess of Wales**. **Her charity** is in charge of/responsible for the **organisation of this day**. People in England are interested in the activities of the Royal family which gives **publicity** to the cause he supports.

**L LVA : 6 points**

## **Document B**

9. **What is John Abraham's job?**

actor/Bollywood star

**2 points**

10. **Identify the exact place where the interview is held.**

(Sacred Heart) School

Ne pas accepter "India" seulement.

**2 points**

11. **What are the reasons for his visit? Explain briefly in your own words.**

He is helping a charity called Habitat for Humanity NGO. He has come to thank the school for their action for victims of the Tamil Nadu flood and to talk to the children.

**L LVO : 8 points**

**L LVA : 4 points**

12. **How does John describe himself? What effect does it have on the children?**

He is a Bollywood star but at the same time he describes himself as middle-class. This explains why the children can identify with him because he shares the same values. The children admire him as a famous actor and role-model but they also see him as a human when they talk to him.

**12 points**

**13. To what extent is there a connection between his roles in movies and his role in charity work?**

John stars in action movies = hero and heroic deeds.

Hero in real life by visiting schools (Habitat for Humanity NGO).

Prefers going to schools to going to award ceremonies.

Children listen to him because he is a celebrity.

He can inspire children so that they understand the importance of education and equality/respect.

**L LVA : 12 points**

**Documents A and B**

**14. Compare Prince William and John Abraham's involvement in charity work.**

Both are involved in different causes = raise public awareness and promote work of charity/media exposure.

Prince William = his job as a member of the Royal Family.

gives his name and his voice.

expected to serve the public.

J.Abraham = Bollywood star = not obliged to work for a charity.

has chosen to give his time to schools and Habitat for Humanity  
NGO

says he prefers going to schools to going to award shows.

**12 points**

**Questionnaire à traiter par les candidats des séries ES et S**

Document A

1. **Who is the Duke of Cambridge?**  
Prince William.

**3 points**

2. **What country is the Duke of Cambridge talking about in line 1?**  
UK. Accepter Great Britain.

**3 points**

3. **What does the Duke suggest people can do to fight bullying? Find two quotes.**  
“to be alert” l.11 ; “to be ready to challenge the behaviour we see around us” l.11-12 ; “stand up” l.13. Accepter deux de ces trois propositions.

**8 points (2x4 points)**

4. **According to the text, who are the victims of bullying? Pick out four elements from the text.**  
“no one was immune” l.4 ; “any one of us” l.5 ; “regardless of [...] religion” l.5 ; “adults were affected as well” l.23 ; “it does not only affect children and young people” l.25.

**12 points (4x3 points)**

5. **a) Find elements in the text showing that bullying has psychological effects.**  
“bullying can have a profoundly damaging and long-lasting effect” l.9-10 ; “shatter their trust [...] state of mind” ll.20-22

**8 points**

**b) Name potential effects.**

“powerless and isolated” l.9 ; “depression, anxiety and suicidal thoughts [...] healthy relationships” ll.29-30

**8 points**

6. **Explain in your own words what the Duke says in line 13: “we do not stand by, but instead stand up”.**  
He wants **everybody** to **participate** in the fight against bullying so that it stops. We can understand that it has **not been the case in the past** and that people have **turned a blind eye to/ignored** bullying that’s why it has become a **huge problem** in all its different aspects especially with **social media**.

**16 points**

- 7. What is John Abraham's job?**  
actor/Bollywood star

**2 points**

- 8. What are the reasons for his visit? Explain briefly in your own words.**

He is helping a charity called Habitat for Humanity NGO. He has come to thank the school for their action for victims of the Tamil Nadu flood and to talk to the children.

**8 points**

- 9. How does John describe himself? What effect does it have on the children?**

He is a Bollywood star but at the same time he describes himself as middle-class. This explains why the children can identify with him because he shares the same values. The children admire him as a famous actor and role-model but they also see him as a human when they talk to him.

**16 points**

#### **Documents A and B**

- 10. Compare Prince William and John Abraham's involvement in charity work.**

Both are involved in different causes = raise public awareness and promote work of charity/media exposure.

Prince William = his job as a member of the Royal Family.  
gives his name and his voice.  
expected to serve the public.

J.Abraham = Bollywood star = not obliged to work for a charity.  
has chosen to give his time to schools and Habitat for Humanity  
NGO  
says he prefers going to schools to going to award shows.

**16 points**

## BARÈME

<b>COMPRÉHENSION (10 points)</b>			
<b>Questions</b>	<b>Série L-LVO</b>	<b>Série L-LVA</b>	<b>Séries ES et S</b>
<b>1</b>	3	2	3
<b>2</b>	3	2	3
<b>3</b>	6 (2X3)	4 (2X2)	8 (2X4)
<b>4</b>	12 (4X3)	8 (4X2)	12 (4X3)
<b>5</b>	12 (4X3)	8 (4X2)	5 a) 8 5 b) 8
<b>6</b>	a) 8 b) 8	a) 4 b) 4	16
<b>7</b>	12	12	2
<b>8</b>		a) 6 b) 6	8
<b>9</b>	2	2	16
<b>10</b>	2	2	16
<b>11</b>	8	4	
<b>12</b>	12	12	
<b>13</b>		12	
<b>14</b>	12	12	
<b>Sous-total</b>	100	100	100
<b>EXPRESSION (10 points)</b>			

**BACCALAURÉAT 2017 - 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
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		



**BACCALAURÉAT 2017 - 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 suffisamment large de mots et expressions pour varier les formulations,  MEME SI quelques lacunes ou confusions.	4	5	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,  MEME SI utilisation fréquente de périphrases, de répétitions ou de mots incorrects.	3	4	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 davantage de la juxtaposition que de la logique	2	3	Production compréhensible  MEME SI fréquence des erreurs sur des structures simples ou courantes.	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	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 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	0	1	
Exercice non réalisé	0	0		0	0		0	0		0	0	0	0	
5 points			5 points			5 points			5 points			5 points		