

**BACCALAURÉAT TECHNOLOGIQUE ANGLAIS LV1, SESSION 2017 STI2D, STD2A, STL, ST2S et STMG
CORRIGÉ - BARÈME**

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 40 POINTS, TOTAL DES POINTS DIVISÉ PAR 4 = NOTE SUR 10

I. COMPRÉHENSION DE L'ÉCRIT

<u>Questions</u>	<u>Réponses attendues</u>	<u>Pts par réponse</u>	
<u>Documents 1 and 2</u>			
A. Choose one title that best applies to BOTH documents. Justify your answer by quoting one sentence from each text	<p>1- Commemorating the First World War. Document 1: "the poppy is the enduring symbol of remembrance of the First World War (l.1) ; It is strongly linked with Armistice Day (11 November) (ll.1-2) ; "...a popular symbol of remembrance lies in the landscapes of the First World War" (ll. 2-3) ; "... serving in Ypres in 1915" (ll. 6-7) ; "... remember those who lost their lives in the First World War ..." (ll. 20-21) Document 2: "the descendant of a Somme dispatch rider..." (l.1) ; "traced the route Oswald followed exactly 100 years ago, during the Battle of the Somme." (ll. 13-14) ; This tribute is from the British Legion and Oswald's family for all the dispatch riders of World War One." (ll. 18-19)</p>	3 pts insécables (Points attribués seulement si le titre et les 2 citations sont donnés.)	
<u>Total exercice documents 1 and 2</u>		3 POINTS	
<u>Document 1</u>			
B. 1) Copy the table onto your paper and complete it with elements from the text.	<i>Name of people</i>	<i>Contribution to commemoration</i>	<i>Date</i>
	John Mc Crae	- wrote a poem	- 1915
	- Moina Michael	- advertized the poppy as a commemorating symbol	- 1918
	Anna Guérin	- supplied / manufactured poppies – raised money for war orphans	Before 1921
	- The British Legion	- started producing the poppy in Britain	- 1922
2) Choose the photo which provided inspiration for the poem 'In Flanders Fields' and write your answer onto your copy.	Photo c.	1 pt	
3) Pick out two sentences in the text which show that the poppy is still used as a symbol today.	<p>2 citations parmi les 3 suivantes :</p> <ul style="list-style-type: none"> - "The poppy is the enduring symbol of Remembrance of the First World War." (l.1) - "It continues to do so today" (ll.15-16) - "The poppy continues to be sold worldwide..." (l.20) 	2 pts 1 pt X 2	

C. 1) Apart from being a symbol of remembrance, what was the poppy also used for? Answer the question by quoting the text.	“Artificial poppies were first sold in Britain in 1921 to raise money in support of ex-servicemen and the families of those who had died in the conflict” (ll.11-12) “They were supplied by Anna Guérin, who had been manufacturing the flowers in France to raise money for war orphans.” (ll. 12-14)	2 pts																			
2) Pick out TWO categories of people who benefited from the money raised by the sale of poppies.	Première catégorie obligatoire: “ ex-servicemen ” (l.12/ l.15) et une des deux suivantes : ‘ the families of those who died in the conflict’ (l. 12) ou “ war orphans ” (l.13/l.14)	2 pts 1 pt X 2																			
D. Answer the following questions on your paper. Which poppy color is supposed to commemorate	a) reconciliation and pacifism? Poppy colour: white b) animals killed in the war? Poppy colour: purple c) dead soldiers and civilians? Poppy colour: red	1,5 pt 0,5 pt X 3																			
Total exercices document 1		12 POINTS																			
Document 2:																					
E. 1) Copy the following identity forms onto your paper and complete them.	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> Name: David HOLDWAY-DAVIS Age: 20 City, Country: Brisbane, Australia Job: building apprentice Hobby: biking ou motorbiking </td> <td style="width: 50%; vertical-align: top;"> Name: Oswald DAVIS City: Birmingham Military rank: corporal Military mission: dispatch rider Hobbies: 1. biking 2. writing </td> </tr> </table>	Name: David HOLDWAY-DAVIS Age: 20 City, Country: Brisbane, Australia Job: building apprentice Hobby: biking ou motorbiking	Name: Oswald DAVIS City: Birmingham Military rank: corporal Military mission: dispatch rider Hobbies: 1. biking 2. writing	5 pts 0,5 pt X 10																	
Name: David HOLDWAY-DAVIS Age: 20 City, Country: Brisbane, Australia Job: building apprentice Hobby: biking ou motorbiking	Name: Oswald DAVIS City: Birmingham Military rank: corporal Military mission: dispatch rider Hobbies: 1. biking 2. writing																				
2) Complete David’s family tree. Copy boxes A and B onto your paper and complete them with information about the following elements: 1) family relation, 2) name, 3) date of death, 4) name	Box A : 1) family relation: great-great uncle ; 2) name: Oswald (Oz) Davis ; 3) date of death: 1962 Box B : 4) name: Philip	2 pts 0,5 pt X 4																			
3) Conclusion. Fill in the following sentence with your own words.	Although the men in boxes A, B and C (E2) belong to different generations / periods / times... , they have a (motor)biking/ common / similar / identical... passion. <i>Accepter same</i>	1 pt insécable (attribué si les deux éléments sont justes)																			
F. Copy the table onto your paper and complete it with words from the text.	<table border="1" style="width: 100%;"> <tr> <td colspan="3" style="text-align: center;">‘The special journey’</td> </tr> <tr> <td style="width: 33%;">Countries of origin of the participants</td> <td style="width: 33%;">- England (accepter UK)</td> <td style="width: 33%;">- France</td> </tr> <tr> <td></td> <td>- Australia</td> <td>- New Zealand</td> </tr> <tr> <td>Means of transportation</td> <td colspan="2">- motorbikes (accepter biking)</td> </tr> <tr> <td rowspan="3">Itinerary</td> <td>- Departure: Abbeville</td> <td>- 1st stop: Amiens</td> </tr> <tr> <td>- 2nd stop: Senlis-le-Sec</td> <td>- 3rd stop: Thiepval</td> </tr> <tr> <td>- Arrival: Ypres</td> <td></td> </tr> </table>	‘The special journey’			Countries of origin of the participants	- England (accepter UK)	- France		- Australia	- New Zealand	Means of transportation	- motorbikes (accepter biking)		Itinerary	- Departure: Abbeville	- 1 st stop: Amiens	- 2nd stop: Senlis-le-Sec	- 3 rd stop: Thiepval	- Arrival: Ypres		4.5 pts 0,5 pt X 9
‘The special journey’																					
Countries of origin of the participants	- England (accepter UK)	- France																			
	- Australia	- New Zealand																			
Means of transportation	- motorbikes (accepter biking)																				
Itinerary	- Departure: Abbeville	- 1 st stop: Amiens																			
	- 2nd stop: Senlis-le-Sec	- 3 rd stop: Thiepval																			
	- Arrival: Ypres																				
G. Choose the correct answer and copy it onto your paper.	The <i>main</i> goal of the special journey is: c- to honour soldiers.	1 pt																			

<p>H. 1) True or false? Answer the question and justify by quoting the text.</p>	<p>a) Oswald refused to share his experience of the war. F : “left an archive of work, including his war diary, newspaper articles and two novels.” (ll. 26-27); “ a copy of his diary is available to download from triumphonthewesternfront.com” (ll.27-28) b) Oswald was very good at mechanics. T : “he somehow managed to do all his own repairs” (l. 32) c) Oswald had to overcome a lot of obstacles to survive. T : “Oswald survived the battle that claimed 1.3 million lives...” (l. 23) ; “he returned to work in the family business and died in 1962” (ll.24-25) “he somehow managed to ... drive through mud-filled craters, dodging shrapnel and bombs, and deal with lice, hunger and constant fear.” (ll.32-33)</p>	<p>4,5 pts 1,5 pt X 3 (points attribués seulement si la citation est correcte)</p>
<p>2) Explain in your own words how David considers Oswald. Justify with a quotation from the text. (40 words maximum)</p>	<p>David considers Oswald as a role model / a hero for himself and his generation / he admires him / He admires his dedication ... “His sense of duty was awesome.” (l.33-34); “My generation can learn a lot from men like him.” (l. 34)</p>	<p>2 pts</p>
<p>Total exercices document 2</p>		<p>20 POINTS</p>
<p><u>Documents 1 and 2:</u></p>		
<p>I. How do people commemorate the war and honour its victims? Pick out five examples in both documents.</p>	<p>5 moyens parmi les suivants : Document 1 : the poppy / writing poems or literature / raising money Document 2 : motorbike ride / laying wreaths at memorials / giving commemorative speeches / organizing remembrance services / publishing war diaries/ visiting war sites</p>	<p>5 pts 1 pt X 5</p>
<p>Total exercices documents 1 and 2</p>		<p>5 POINTS</p>
<p>Total général</p>		<p>40 points à diviser par 4 pour obtenir note sur 10</p>

BACCALAURÉAT 2017 - EXPRESSION ÉCRITE - GRILLE LV1 - ANGLAIS

Contenu / Réalisation de la/des tâche(s)	Cohérence de la construction du discours		Correction de la langue		Richesse de la langue						
	LV1	LV2	LV1	LV2	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		