

	BACCALAURÉAT GÉNÉRAL	
Série(s)	L-S	SESSION 2005
Épreuve	Anglais LV2	Durée :
Coef. :	Recommandations de correction et Barème Ce document comporte pages	1/10

DOCUMENT PÉDAGOGIQUE
A L'USAGE
DES PROFESSEURS-CORRECTEURS

Recommandations de la commission d'harmonisation

ANGLAIS LV2 – Séries L et S

NB : dans le corrigé, il manque une virgule ligne 41 après « disapproved », mais elle figure dans le texte distribué aux candidats lors de l'examen.

COMPREHENSION :

NB : ne pas sanctionner les questions dans le désordre si le numéro de la question est correctement indiqué.

III : accepter : a) Emma is looking at photos.

b) « disillusion », « underachievement », « frustration », « regret » à la place ou en plus de « nostalgia ».

IV : a) accepter les reformulations correctes à la place de citations (la question dit « list » et non pas « quote »).

VI : a) accepter « using her computer », « surfing on internet », etc...

c) accepter « she wants to know what Sadie has become »

VII : a) donner le maximum de points pour la réponse « Sadie Summers », même si le libellé de la question précise « 10 words maximum ».

b) ne pas enlever plus d'1 point pour l'ensemble de l'exercice en cas d'oubli du numéro de ligne si la citation est exacte.

Pour les épreuves d'expression écrite et de traduction, se référer au corrigé type national fourni.

Patrick DENNI

IA-IPR d'anglais.

2/10

Corrigé

Session 2005

BACCALAUREAT GENERAL

ANGLAIS

Langue vivante 2

Séries L et S

Série L :

Série S :

Durée 3 heures - coefficient 4 Durée 2 heures - coefficient 2

L'usage du dictionnaire et des calculatrices est interdit.

Compréhension :	10 points
Expression :	10 points

Avant de composer, le candidat s'assurera que le sujet comporte bien 4 pages numérotées de 1 à 4.

Emma opened one of the shoeboxes and tipped out photos of teenagers she couldn't even name any more, all desperately trying to make their uniform look alluring¹ with silly hair and sugar-pink lipstick.

She had absolutely no idea what had become of a single one of the [...] eighteen-year-olds who had stepped out of that imposing grey-stone building with the dizzying, glorious feeling that their future and their whole lives were ahead of them, that anything was possible.

How could she have had a teenage dream that had been! Emma, alone in her attic² on a wet winter day, couldn't help feeling she hadn't lived up to her own expectations even remotely. She'd imagined herself arguing in court in exquisite suits, saving innocent young men from accusations of murder, chairing law reform meetings, hosting elegant dinner parties with eminent lawyers. It was hard not to snort with laughter at all this now.

She was a conveyancing solicitor³, [...], dressed day and night in M&S⁴, married to a doctor. BORING! Well okay, it had been comfortable and nice and the life she'd thought she'd wanted, or, at least, the life that had worked out around her without her really trying.

It was this nagging feeling of under-achievement which put her off doing the thing she really wanted to do now, the thing she had been thinking about for weeks, months even.

She wanted to go downstairs into Andrew's little office, flick on the computer, dial up the internet and click on to that website, the one that would reveal where they were now, what they were all doing – FriendsRevisited.com.

But ... but ... the thought of having to sum up her own life with the lines: 'Married, two children, live in Glasgow, work as a conveyancer part-time' ... Well, she just couldn't bear it. It sounded so crap. All it conjured up for Emma was the report card verdict: 'Not fulfilling her true potential. Could do better.' Why couldn't she at least have had more than two children? That would have been slightly less mundane.

In fact, she only really wanted to know about one girl, she didn't care about the rest, could predict what had become of them. This was just to see what had become of Sadie Summers. And Emma knew if she logged on⁵ and posted up her details and Sadie Summers wasn't there, she would be disappointed and it would all have been a humiliation for nothing.

Sadie had finally allowed Emma to become her friend in the very last year of school. Before then, Emma had not been nearly interesting or cool enough and anyway, she'd been far too shy to ever approach Sadie, who was one of those impossibly self-possessed, self-confident girls. Totally comfortable with boys, Sadie could also talk back to teachers without getting into trouble, and on her even the school uniform looked sexy.

And Sadie? Imagine having parents so cool that they named you Sadie? Not Emma or Sarah or Jane.

Sadie had been the only girl in the year not going on to university after school. She would get the grades, but her father – a scriptwriter or sculptor or something equally fabulous, Emma couldn't quite remember – had told her it would be the most boring three years of her life, so she had planned a three-year world tour instead, with jobs already lined up in New York, California, Sydney.

And much as the other girls disapproved having had the benefits of education, degrees and a respectable profession drummed into them from the earliest possible age, Emma had been jealous and admiring, but also terrified that she was going to lose this brand-new, exotic friend so soon.

Sadie had promised to write, phone, visit when back in Scotland ... But she had never even sent one single postcard. She'd just vanished with no hint of a forwarding address.

Adapted from Carmen REID, *FriendsRevisited.com* in *Scottish Girls About Town*, 2003

¹ alluring (adj.) : attirant.

² attic (n.) : grenier.

³ conveyancing solicitor = conveyancer (n.): notaire.

⁴ M&S : Marks and Spencer.

⁵ log on (v.) : se connecter à.

NOTE AUX CANDIDATS

Les candidats traiteront le sujet sur la copie qui leur sera fournie et veilleront à :

- a) respecter l'ordre des questions et reporter la numérotation sur la copie (numéro de l'épave le cas échéant, ex 14 c) ;
b) ne rédiger les citations de la mention de la ligne ;
c) composer des phrases complètes à chaque fois qu'il leur est demandé de rédiger la réponse.

Corrigé

COMPREHENSION

- I. a) From whose point of view is the story told? (15 words maximum)

The narrator tells the story from Emma's point of view.

- II. a) Where is the scene set? Mention a city and a country. (10 words max.)

The scene is set in Glasgow, Scotland

- b) Where precisely is the main character? (10 words max.)

The main character is in her attic/Emma's attic/Emma's place, house/upstairs (car il y a une référence à 'downstairs' l.17)

- III. a) What is the main character doing there? (10 words max.)

Emma is looking at photos she has found in a shoebox

- b) What immediate effect does this have on the main character? (30 words max.)

Looking at photos leads her to remember her past, more precisely her teenage years at school and fills her with a feeling of nostalgia.

- IV. Focus on lines 1 to 11.

- a) List four elements which constitute the main character's teenage 'expectations'.

- **arguing in court in exquisite suits**
- **saving innocent young men from accusations of murder**
- **chairing law reform meetings**
- **hosting elegant dinner parties with eminent lawyers**

- b) In your own words, sum up what the main character's dream meant.

(25 words max.)

She pictured herself as an elegant, brilliant, successful lawyer, ambitious with a desire for justice (defending innocent people), leading an active social life among her peers (upper-class people).

V. Focus on lines 12 to 24.

- a) What do we learn about the main character's occupation and family?
(20 words max.)

She is married to a doctor with two children, she is a part-time conveyancing solicitor

- b) Sum up how she feels about her life using two adjectives. (10 words max.)

She feels bored and frustrated/disappointed.

- c) Quote two elements to support your answer in b).

line 13 : 'BORING'

lines 13-14 : 'the life she'd thought she'd wanted'

line 15 : 'feeling of underachievement'

line 22 : 'crap'

line 23 : 'Could do better'

line 24 : 'That would have been slightly less mundane'

VI. a) What does 'the thing' (line 15) refer to? (10 words max.)

It refers to logging on the website FriendsRevisited.com

- b) Who does 'they' (line 18) refer to? (10 words max.)

'they' refers to eighteen-year olds/teenagers/school friends/classmates

- c) Sum up in your own words the main character's intentions. (20 words max.)

She intends to find out what her former classmates have become by surfing the web/surfing on the Internet

VII. a) Give the full name of the 'brand-new exotic friend' mentioned line 44?
(10 words max.)

Sadie Summers

- b) Decide whether the following statements are true (T) or false (F).

Match the number of the item with T or F and justify with quotations from the text.

According to the main character, this friend ...

1. ...was a better student at university than her. ***F : line 36***
2. ...had been her best friend since early childhood. ***F : line 29***
3. ...was a shy pupil. ***F : lines 31-32***
4. ...wore fashionable clothes at school. ***F : line 33***
5. ...had an uncommon first name. ***T : lines 34-35***
6. ...was raised in a conventional family. ***F : line 34 / 37-38***

VIII. Compare the main character's opinion about this friend with what 'the other girls' (line 41) thought. (20 words max.)

Emma admired and envied her whereas the other girls did not approve of Sadie's attitude.

TRADUCTION

Seuls les candidats de la série L réaliseront cet exercice.

Traduire en français le passage de "Sadie had been ..." (ligne 36) à "... California, Sydney." (ligne 40).

Sadie had been the only girl in the year /not going on to university after school/. She would get the grades/, but her father – /a scriptwriter or sculptor or something equally fabulous, / Emma couldn't quite remember/ – had told her / it would be the most boring three years of her life, / so she had planned / a three-year world tour instead, / with jobs already lined up in New York, California, Sydney. /

10 unités de sens à 2 points; but her father had told her = 1 unité de sens.

Sadie avait été la seule de sa classe/promotion à ne pas entrer à l'université à sa sortie du lycée. Elle avait le niveau pour réussir, mais son père – qui était scénariste ou sculpteur, ou quelque chose d'aussi extraordinaire, Emma ne s'en souvenait pas vraiment – lui avait dit que ces trois années seraient les plus ennuyeuses de sa vie ; alors, au lieu de cela, elle s'était organisé un tour du monde de trois ans avec des emplois déjà prévus/qui l'attendaient à New-York, en Californie et à Sydney.

EXPRESSION ECRITE

Les candidats de série S choisiront de traiter l'UN des deux sujets au choix (200 mots).

Les candidats de série L devront obligatoirement traiter les DEUX sujets (300 mots au total, soit environ 150 mots pour chaque sujet).

Sujet 1 : The main character logs on to FriendsRevisited.com. She writes a message to her former schoolmates.

Sujet 2 : What do you think of the Internet as a way to make friends ?

Guide pour l'évaluation de l'expression personnelle en anglais

Baccalauréat séries L LV2, ES LV1, S LV1 & LV2

(suggestions du groupe d'anglais de l'inspection générale des langues vivantes)

Candidat / copie n °

Réalisation de l'exercice et traitement du sujet 4 points	Recevabilité linguistique 6 points	Total des points
0,5 points - présentation inacceptable - écriture illisible - consignes non respectées - hors sujet - contresens	0,5 – 1 – 1,5 points - inintelligible - lexique indigent - erreurs récurrentes de grammaire élémentaire	
1 – 1,5 – 2 points - recopiage du support - hors sujet partiel - sujet compris mais traitement plat et superficiel - construction vague	2 – 2,5 – 3 – 3,5 points - compréhension possible malgré des erreurs fréquentes - lexique limité - syntaxe peu élaborée	
2,5 – 3 – 3,5 points - existence d'une problématique - effort de construction	4 – 4,5 – 5 points - erreurs occasionnelles - vocabulaire adapté - syntaxe adéquate	
4 points - enchaînement des idées - développement organisé - références culturelles - conviction, humour	5,5 – 6 points - erreurs rares - vocabulaire riche - syntaxe élaborée - capacité à nuancer	

Dans un esprit d'évaluation positive, on n'hésitera pas à bonifier – en seconde lecture et selon une échelle + 0,5 / + 1 / + 1,5 – les copies qui se lisent relativement facilement, avec intérêt, voire avec plaisir.

On tiendra compte du soin apporté à la présentation et à la rédaction. On valorisera tout particulièrement les copies dont les auteurs ont *réagi* au sujet proposé, en s'engageant et en exprimant un point de vue personnel.

8/10

04/5

SERIE L: CR

ITEM	TOTAL POINTS	CONTENU	PHRASE COMPLETE	CORRECTION LANGUE	BONUS	REMARQUES
1	4	3	0.5	0.5	0	
2A	5	4	0.5	0.5	0	
2B	4	3	0.5	0.5	0	
3A	3	2	0.5	0.5	0	
3B	5	4	0.5	0.5	0	
4A	4	4	0	0	0	
4B	7	6	0.5	0.5	0	
5A	6	5	0.5	0.5	0	
5B	3	2	0.5	0.5	0	
5C	2	2	0	0	0	
6A	3	2	0.5	0.5	0	
6B	3	2	0.5	0.5	0	
6C	9	8	0.5	0.5	0	
7A	3	2	0.5	0.5	0	
7B	12	12	0	0	0	
8	7	5	1	1	0	
Traduction	20					
	100					

SERIE S: CR

ITEM	TOTAL POINTS	CONTENU	PHRASE COMPLETE	CORRECTION LANGUE	BONUS	REMARQUES
1	5	4	0.5	0.5	0	
2A	5	4	0.5	0.5	0	
2B	5	4	0.5	0.5	0	
3A	5	4	0.5	0.5	0	
3B	7	6	0.5	0.5	0	
4A	4	4	0	0	0	
4B	9	8	0.5	0.5	0	
5A	6	5	0.5	0.5	0	
5B	5	4	0.5	0.5	0	
5C	4	4	0	0	0	
6A	5	4	0.5	0.5	0	
6B	5	4	0.5	0.5	0	
6C	9	8	0.5	0.5	0	
7A	5	4	0.5	0.5	0	
7B	12	12	0	0	0	
8	9	8	0.5	0.5	0	
	100					

10/10