

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 et lettre-repère le cas échéant, ex. : 14 c) ;
- b) faire précéder les citations de la mention de la ligne ;
- c) composer des phrases complètes à chaque fois qu'il est demandé de rédiger la réponse.

Corrigé

COMPREHENSION

1. a) In which country does the story take place? (10 words max)
b) Justify your answer by quoting two elements from the text.

- a) **The scene takes place in the USA/America**
- b) **Line 30 'the White House'/L. 19 'State Department'**

There are two characters present in the scene.

2. What are their names? (15 max)

One of them is called Rachel, and the other Thomas/Senator Sedgewick Sexton;

**refuser 'Senator' seul
accepter Rachel Sexton**

3. How are they related to each other? (10 max)

Rachel is Thomas's daughter/Thomas is Rachel's father/they are father and daughter

4. What are they doing in the passage? Specify the time and place of their meeting. (15 words max)

They are having a conversation in a restaurant at breakfast time.

5. a) What is the male character's position in society? (10 max)

He is a politician/senator/a member of the legislative branch

Refuser 'political animal'

- b) Considering his position, what does he want to become? (10 max)

He wants to become the President of the USA

- c) Give two different quotations from the text to support your answer in b).

'campaign' l. 17, 47

'to the White House' l. 30

'gaining the country's trust' l. 33

6. A message is mentioned line 12.

a) Who sent it ? (5 max)

Thomas Sexton/the Senator sent the message.

b) Who received it? (5 max)

Rachel/his daughter received it.

c) Using elements from the text, write the contents of the message, including indications of time, place and purpose. (20 max)

'Come and meet me for breakfast at (for example, Tiffany's) . I've got something important to tell you.' 'Honey, let's meet at the Rose and Crown for breakfast, 8 o'clockish to talk about an important matter' 'Come and meet me at the bar, I've got a proposition for you'

Concernant le lieu: refuser toute référence au domicile/bureau du personnage

7. a) What are the two subjects of the characters' conversation? (25 max)

First, T. Sexton shows an interest in his daughter's love life/in finding a partner for his daughter/in her private life, then he reveals his intention: he has a proposition for her (her professional life)

b) Justify your answers with two quotations from the text. (One quotation for each subject)

love life: l.18-19 'How's that guy at the State Department I set you up with?' ou l. 22-23 'Without love, everything else is meaningless.'

intention: l. 34, 'I have a proposition for you' ou l. 44, 'Think about your future, Rachel, you can come work for me.'

8. a) Which is the dominant character? (10 words max.)

Senator T. Sexton is the dominant character.

b) Justify with two elements referring to this character.

l. 24/25: 'The bigger person'

l.28: 'Rachel felt part of her defenses melt away under his gaze'

l.28/29: 'and she cursed the man's power'

l.35: 'attempting to refortify her position'

l.38: 'shrinking sensation'

Ces deux citations sont acceptées même si le point de vue est différent.

c) What does this character want the other to do at the end of the passage? (15 max)

He wants her to quit/give up her job and to work for him

d) Does the other character agree to this request? (10 max)

No, she doesn't.

e) Justify your answer by quoting from the text.

l.51/52: 'I'm not quitting'

9. How would you qualify in one sentence the relationship between the two characters throughout the passage? (10 words max.)

Father and daughter do not get on well with each other / their relationship is conflictual.

Focus on Rachel.

10. Rachel's mood changes several times.

For each adjective in the list below, pick out at least one relevant quotation from the text.

Prévoir un bonus en cas de 2 bonnes justifications par adjectif

irritated - self-restrained - ill-at-ease - determined

irritated: l. 12 ou 21 ou 45 ou 48/49

self-restrained: l. 10 ou 24 ou 51

ill-at-ease: l. 28/29 ou 38/39

determined: l. 51/52

Corrigé

11. a) Focus on line 4, line 12 and lines 31-32: why are the sentences partly in italics? (15 max)

The italics reveal Rachel's inner thoughts/what she does not to dare say out loud to her father: she is frustrated, disillusioned, disappointed, weary, fed up.

b) "it's all about trust", lines 31-32. Explain why the notion of trust is important. (25 max)

As a politician, he is trying to gain his country's trust, ALTHOUGH he had lost his daughter's trust long before.

TRADUCTION

Traduire en français le passage de 'Rachel !' (ligne 9) à '... for breakfast?' (ligne 13)

Rachel !' Her father clicked off his phone /and stood to kiss her cheek/.

'Hi, Dad.'/ She did not kiss him back./

'You look exhausted.'/

And so it begins, she thought./ 'I got your message./ What's up ?'/

'I can't ask my daughter/ out for breakfast ?/

10 unités de sens à 2 points.

'Rachel !' Son père éteignit son téléphone portable/mobile/cellulaire d'un geste rapide puis/et se leva pour l'embrasser sur la joue.

'Salut, papa'. Elle ne l'embrassa pas à son tour/en retour.

'Tu as l'air épuisé.'

Voilà qu'il remet ça, pensa-t-elle. 'J'ai bien eu ton message. Qu'est-ce qui se passe ?/Qu'est-ce qu'il y a ?'

'Je ne peux même pas inviter ma fille à prendre un petit déjeuner quelque part ?'

SERIE L: DB

ITEM	TOTAL POINTS	CONTENU	PHRASE COMPLETE	CORRECTION LANGUE	BONUS	REMARQUES
1A	3	2	0.5	0.5	0	
1B	2	2	0	0	0	
2	5	4	0.5	0.5	0	
3	4	3	0.5	0.5	0	
4	4	3	0.5	0.5	0	
5A	3	2	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	5	4	0.5	0.5	0	
7B	2	2	0	0	0	
8A	3	2	0.5	0.5	0	
8B	2	2	0	0	0	
8C	5	4	0.5	0.5	0	
8D	3	2	0.5	0.5	0	
8E	2	2	0	0	0	
9	3	2	0.5	0.5	0	
10	4	4	0	0	0	
11A	5	4	0.5	0.5	0	
11B	5	4	0.5	0.5	0	
Traduction	20					
	100					

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 <ul style="list-style-type: none">- présentation inacceptable- écriture illisible- consignes non respectées- hors sujet- contresens	0,5 – 1 – 1,5 points <ul style="list-style-type: none">- inintelligible- lexique indigent- erreurs récurrentes de grammaire élémentaire	
1 – 1,5 – 2 points <ul style="list-style-type: none">- recopiage du support- hors sujet partiel- sujet compris mais traitement plat et superficiel- construction vague	2 – 2,5 – 3 – 3,5 points <ul style="list-style-type: none">- compréhension possible malgré des erreurs fréquentes- lexique limité- syntaxe peu élaborée	
2,5 – 3 – 3,5 points <ul style="list-style-type: none">- existence d'une problématique- effort de construction	4 – 4,5 – 5 points <ul style="list-style-type: none">- erreurs occasionnelles- vocabulaire adapté- syntaxe adéquate	
4 points <ul style="list-style-type: none">- enchaînement des idées- développement organisé- références culturelles- conviction, humour	5,5 – 6 points <ul style="list-style-type: none">- 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.