

**BACCALAURÉAT TECHNOLOGIQUE ANGLAIS LV2, SESSION 2016 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 20 POINTS, TOTAL DES POINTS DIVISÉ PAR 2 = NOTE SUR 10  
I. COMPRÉHENSION DE L'ÉCRIT**

Questions	Réponses attendues	POINTS
<b>Document 1</b>		
<b>A. Copy the following sentences and fill in the gaps with the appropriate elements.</b>	1) The text is an extract from an email. 2) <b>Barack Obama</b> remembers <b>Ms. (Mabel) Hefty</b> , who was his <b>teacher</b> when he was in <b>5<sup>th</sup> grade / primary school</b> .	<b>A. 2,5 pts</b> 0,5 pt X 5
<b>B.1) True or False? Justify your answer by quoting the text.</b> a) The author thought he was like the other kids. b) The author loved being the center of attention. c) That school year still influences him in his job today. d) People who read the text are expected to write back.	1) a) False (l. 7) “feeling a little out of place” b) False (l. 9) the first time she called on me, I wished she hadn’t. c) True (l. 15-16) “That is something I carry with me every day as President.” d) True (l. 23) I want to hear from you” OU (ll. 23-24) “We’ll be sharing your responses” OU (l. 25) “I’m looking forward to hearing your stories” 2) The author feels that what matters for him today comes c- both from his family and his teacher. (ll. 14-15) “ <b>she reinforced</b> that essential value of empathy that <b>my mother and my grandparents had taught me.</b> ”	<b>B. 4,5 pts</b> 1) 0.5 pt X 4 Réponse + Justification  2) 1 pt insécable
<b>B.3) Conclusion: what could the author say today? Choose the appropriate bubble and copy it onto your paper.</b>	3) a- Thanks to my teacher, I became self-confident.	<b>3) 1,5 pt</b>
<b>C. Complete the sentence by choosing the right answer from the list below.</b>	3- Educators who help children become themselves.	<b>C. 1 pt</b>
<b>Total document 1</b>		
<b>8 POINTS</b>		

<b>Document 2</b>		
<b>D. Who is Estella? To answer the question, copy the following table onto your paper and complete it with the appropriate elements.</b>	Age	76 (accepter 79 car texte écrit il y a 3 ans)
	Place of residence	West Palm Beach, Florida, USA
	Jobs in the past	1- Teacher 2- Guidance counselor
		<b>D. 2 pts</b> 0,5 pt X 4

<p><b>E. What is Estella's situation today? Answer by completing the following sentence with ONE element from EACH column.</b></p>	<p>Today, Estella (2) does not have a paid job anymore and (c) helps out her community.</p>	<p><b>E. 1 pt</b> 0,5 pt X 2</p>
<p><b>F. 1) True or False? Justify your answer by quoting the text.</b> a) Because of the crisis, some people have to focus on their basic necessities. b) Today everyone has a computer at home. c) Having a computer at home helps obtain a diploma.</p>	<p>1) a) True (ll. 4-5) "forced many families to prioritize their money and use it for more pressing needs." b) False (ll. 2-3) "fewer students had access to a computer at school" OU (ll. 8-9) "Without a computer at home ... left behind." c) True "students who lack access to a home computer are less likely to graduate high school." (l. 17-18)</p>	<p><b>F. 2,5 pts</b> 1) 1,5 pts 0,5 pt X 3 (réponse + justif)</p>
<p><b>2) Conclusion. Answer the question in your own words.</b> According to document 1, what is the connection between the economic situation, people's access to a computer and education?</p>	<p>2) It is more <b>difficult to have a diploma</b> if you don't have <b>any access to a computer at home</b>; <b>the economic crisis</b> increases the number of people without computers. OU When the economy is bad, people don't have enough money for computers. So, it is hard to succeed at school. OU toute autre formulation liant les 3 éléments logiquement.</p>	<p><b>2) 1 pt insécable</b></p>
<p><b>G. Answer the questions by quoting the text.</b> 1) What is the name of Estella's project? 2) How is it financed?</p>	<p>1) "Brilliant bus" (title + l. 11) 2) (l. 14) "used money from her savings to buy the bus." 3) <b>What I need to buy:</b> (l. 21) "17 computer stations" ET (l. 10) "bus" <b>People who will use my service:</b> 2 réponses parmi (l. 16) "poor children" OU (l. 26) "senior citizens" OU (l. 26) "children starting with age 3" <b>People who will help me:</b> (l. 29) "volunteers" <b>What subjects will be taught (2 examples):</b> 2 réponses parmi (l. 30) "computer and Internet basics", (l. 31) "reading," (l.31) "math," (l. 31) "science" <b>Cost of the service:</b> (l. 11) "free" <b>Slogans I like:</b> (l. 23) "Have knowledge, Will Travel" ET (ll. 23-24) "We bring learning to you"</p>	<p><b>G. 3,5 pts</b> 1) 0,5 pt 2) 0,5 pt 3) 2,5 pts  0,25 pt X 10</p>
<p><b>Total document 2</b></p>		<p><b>9 POINTS</b></p>

<p><b>Documents 1 and 2</b></p>		
<p><b>H.1) Choose one title that applies to BOTH documents.</b></p>	<p>1) a- Ordinary people making a difference.</p>	<p><b>H. 3 pts</b> 1) 1 pt</p>
<p><b>2) Match each sentence on the left with one element on the right.</b></p>	<p>2) a) 2) Helping pupils triumph over their fears: <b>ONLY Ms. Hefty.</b> b) 1) Helping people acquire indispensable technical skills of the 21<sup>st</sup> century: <b>ONLY Estella Pyfrom.</b> c) 4) Developing everyone's potential: <b>BOTH of them.</b> d) 3) Considering some learning difficulties impossible to resolve: <b>NONE of them.</b></p>	<p><b>2) 2 pts</b> 0,5 pt X 4</p>
<p><b>Total documents 1 et 2</b></p>		<p><b>3 POINTS</b></p>
<p><b>TOTAL</b></p>		<p><b>20 points à diviser par 2 pour obtenir note sur 10</b></p>

## BACCALAURÉAT 2016 - EXPRESSION ÉCRITE - GRILLE LV2 - 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
<b>Satisfaisante</b> quant au contenu et l'intelligibilité,	5		Point de vue clair, discours naturellement étayé par des éléments pertinents	5		Bonne maîtrise des structures simples et courantes, <b>MEME SI des erreurs sur les structures complexes</b> qui ne conduisent à aucun malentendu	5		Gamme suffisamment large de mots et expressions pour varier les formulations, <b>MEME SI</b> quelques lacunes ou confusions.	5	
<b>Touche personnelle</b> et/ou référence pertinente à des notions culturelles.											
<b>Intelligible et suffisamment développée,</b>	4	5	Effort soutenu d'articulation dans le discours	4	5	Assez bonne maîtrise des structures simples et courantes, <b>MEME SI quelques erreurs sur les structures simples</b> qui ne gênent pas la compréhension.	4	5	Gamme suffisante de mots et expressions pour pouvoir développer, <b>MEME SI utilisation fréquente de périphrases, de répétitions</b> ou de mots incorrects.	4	5
<b>MEME SI</b> sans originalité et/ou absence de connaissances culturelles.			<b>MEME SI</b> exemples et arguments sont introduits de façon maladroite			Production <b>immédiatement compréhensible,</b> <b>MEME SI fréquence des erreurs sur des structures simples</b> ou courantes.	3	4	<b>Mots et structures pour la plupart adaptés à l'intention de communication,</b> <b>MAIS limités,</b> ce qui réduit les possibilités de développement.	3	4
<b>Correspond à un début de traitement de toutes les tâches</b>	2	3	Point de vue perceptible,	2	3	Production <b>globalement compréhensible,</b> <b>MAIS</b> les erreurs se multiplient, au point de rendre la lecture peu aisée.	2	3	<b>Vocabulaire pauvre,</b> nombre important de périphrases, incorrections, répétitions, <b>MEME SI lediscours reste intelligible.</b>	2	3
<b>MAIS</b> développements trop limités ou très maladroits (lecture qui requiert un effort).			<b>MEME SI</b> l'agencement du discours relève plus de la juxtaposition que de la logique								
<b>Partielle (une tâche non traitée)</b> ou pas de véritable tentative de réponse	0	1	Point de vue difficile à percevoir	0	1	Production <b>pratiquement inintelligible.</b> Erreurs très nombreuses	0	1	<b>Vocabulaire très pauvre</b> Discours pratiquement inintelligible.	0	1
<b>Exercice non réalisé</b>	0	0	Pas de cohérence	0	0		0	0		0	0
<b>5 points</b>			<b>5 points</b>			<b>5 points</b>			<b>5 points</b>		