

BACCALAURÉAT GÉNÉRAL

Session 2018

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 points)

Les réponses qui ne figurent pas dans cette proposition de corrigé sont laissées à l'appréciation du correcteur.

Ne pas retirer de points pour les éventuelles erreurs de langue qui n'altèrent en rien le sens de la réponse donnée par le candidat.

Document A

Tous les candidats de la série L traitent les questions 1 à 5.

1. Who are the characters and how are they related?

Liam and his cousin Róisín, and there is Liam's dad. Liam's mother is mentioned but she died.

L-LVO = 5 pts L-LVA = 5 pts

2. Where does the scene take place? It takes place on a farm, in a field.

L-LVO = 3 pts L-LVA = 2 pts

3. a) What are the children doing?

They are lying on the grass watching the sky and talking.

b) Why is it a special occasion?

Because they are watching a comet, it is an exceptional phenomenon.

L-LVO = 8 pts (4+4) L-LVA = 4 pts (2+2)

4. a) What are the children talking about?

They are **talking about the future**, whether they will **stay or leave**.

b) Do the children have the same plans for the future? Explain.

- No, they don't
- Róisín wants to explore the universe.
- Liam doesn't want to leave home

a) L-LVO = 4 pts a) L-LVA = 2 pts
b) L-LVO = 7 pts (1+3+3) b) L-LVA = 5 pts (1+2+2)

5. a) How does Róisín try to persuade Liam to come with her? Give two elements and support your answer with quotations from the text.

She **tries to change his mind** by:

Asking questions (line 24 'Don't you want to leave here?')

Insisting with 'but' (line 27 'But when you're a grown up' / line 29 'But there's nothing left to explore on the farm')

b) Explain line 33: "Liam doesn't like lying to Róisín but he doesn't know how to make her understand."

Liam **doesn't want to disappoint her** but as she has never lost anyone close to her in her life **she cannot understand** what Liam and his father have gone through. Even though he is young, **he feels responsible towards his father** because his father would be alone otherwise.

L-LVO = 10 pts (3+3+2+2) L-LVA = 6 pts (2+2+1+1)

Seuls les candidats de la série L composant au titre de la LVA (Langue Vivante Approfondie) traitent les questions 6 et 7.

6. Explain what the narrator means when he says, 'when he imagines the world it is always somehow relative to the farm.' (ll. 15-16)

It means that, unlike his cousin who is carefree, he is **more mature** because his mother's death has made him grow up too quickly and made him **feel responsible** for his father and the family farm / He is tied to the farm and his father.

Accepter tout élément de réponse pertinent.

L-LVA = 6 pts

7. What does the sky represent for the children?

For Róisín, the sky represents the **desire to explore the universe** / to **go on an adventure**

For Liam, it represents an **adventure that he does not want to share with his cousin** / an adventure that he cannot even envisage because of the responsibilities he feels he has to assume / shoulder.

L-LVA = 4 pts

Document B

Tous les candidats de la série L traitent les questions 8 à 12.

8. Why did the NASA launch Voyager 1 and 2? To explore the solar system / the universe / space

L-LVO = 3 pts

L-LVA = 2 pts

9. What is a 'time capsule' (line 7)? Choose the right answer.

b) A recording of sounds, pictures and messages from Earth

L-LVO = 2 pts

L-LVA = 1 pt

10. Why are Voyager 1 and 2 special? List three qualities

- Longevity
- Greater distance than planned
- Unexpected discoveries

L-LVO = 9 pts (3+3+3)

L-LVA = 6 pts

11. a) What geographical features or phenomena which can be found on earth have been discovered in space? Give four elements.

Volcanoes, oceans, Earth-like atmosphere, geysers

b) What effect is it supposed to have on the reader?

Reassuring familiarity that will **sell the idea to the reader**: the **possibility of living on another planet** / **a way to survive**, a possibility to dream.

Accepter toute réponse pertinente

L-LVO = 10 pts (4+6)

L-LVA = 9 pts (4+5)

12. What influence have the discoveries of Voyager 1 and 2 had on people's lives?

They have influenced **science** and **culture** through movies, art and music.

L-LVO = 6 pts

L-LVA = 4 pts

Seuls les candidats de la série L composant au titre de la LVA (Langue Vivante Approfondie) traitent également les questions 13 et 14.

13. Explain why 'these circular time capsules could one day be the only traces of human civilization.' (ll. 7-8)

Because each spacecraft carries **recordings of sounds, pictures and messages from Earth**, which **would allow other civilizations on other planets to know about Earth**, even if the **human race disappeared** off the face of the Earth.

L-LVA = 5 pts

14. What is meant by 'pioneering journey'? (line 28)

The idea of **being the first to explore / discover / conquer something / a land**, which can **remind us of the first pioneers who pushed the American frontier westwards**. The journey suggests that **the mission is not over yet**, and they haven't reached their destination yet.

L-LVA = 9 pts

Document C

Tous les candidats de la série L traitent les questions 15 à 18.

15. Compare the two posters: the slogans used, the characters depicted, the public targeted.

- Slogans: In the 1917 poster, it says **'I want you'** (Uncle Sam is **reminding you of your duty** to serve your country) / In the modern poster, it says **'We need you'** (We, meaning NASA, are **asking you to help**)
- The characters: In the 1917 poster **Uncle Sam**, a familiar character for Americans, a national personification of the American government or the USA in general, is pointing at us. He looks very stern / serious. In the modern poster, there is **an astronaut** wearing a helmet which hides his face but he is also pointing at us.
- Public targeted: The 1917 poster **targets young men to enrol in the army** / The modern poster **targets everybody**, possibly people who want to go to Mars or work on the mission or people who might want to finance their missions.

L-LVO = 10 pts

L-LVA = 10 pts

16. Why does NASA use some features from the original 1917 poster? Give two elements.

Everyone is familiar with the original poster in the USA
Patriotism. Pride in one's country and its achievements

L-LVO = 6 pts

L-LVA = 4 pts

Documents A, B and C

17. What is the common theme in the three documents? Space exploration

L-LVO = 3 pts

L-LVA = 2 pts

18. How is space made familiar in the three documents?

- Document A: The children draw the comet on their **map + the story is told by children** who make things more accessible by using simple words and focusing on projects / dreams more than feasibility.
- Document B, Over the years **the two probes have educated us** on what was previously unknown + they are **exploring the unknown** but on these previously undiscovered planets they are **discovering familiar phenomena** like moons, Earth-like atmosphere, volcanoes.
- Document C, **elements that are familiar to the American public in the first old poster are used in the second modern poster** (the gesture and the slogan), which **depicts / shows an unfamiliar environment + Everyone is somehow familiar with Mars**, people have heard, read or watched movies or series on Mars.

Accepter tout élément de réponse pertinent

L-LVO + L-LVA = 14 pts

Questionnaire à traiter par les candidats des séries ES et S

I. COMPRÉHENSION (10 point)

Les réponses qui ne figurent pas dans cette proposition de corrigé sont laissées à l'appréciation du correcteur.

Ne pas retirer de points pour les éventuelles erreurs de langue qui n'altèrent en rien le sens de la réponse donnée par le candidat.

Document A

1. Who are the characters and how are they related?

Liam and his cousin Róisín, and there is Liam's dad. Liam's mother is mentioned but she died.

3 pts

2. Where does the scene take place?

It takes place on a farm, in a field.

2 pts

3. a) What are the children doing?

They are lying on the grass watching the sky and talking.

b) Why is it a special occasion?

Because they are watching a comet, it is an exceptional phenomenon.

4 pts (2+2)

4. a) What are the children talking about?

They are **talking about the future**, whether they will **stay or leave**.

b) Do the children have the same plans for the future? Explain.

- No, they don't
- Róisín wants to explore the universe.
- Liam doesn't want to leave home

6 pts (3+3)

Document B

5. Why did the NASA launch Voyager 1 and 2?

To explore the solar system / the universe / space

2 pts

6. What is a 'time capsule' (line 7)? Choose the right answer.

b) A recording of sounds, pictures and messages from Earth

2 pts

7. Why are Voyager 1 and 2 special? List two qualities

- Longevity
- Greater distance than planned
- Unexpected discoveries

4 pts

8. **What geographical features or phenomena which can be found on earth have been discovered in space? Give four elements.**

Volcanoes, oceans, Earth-like atmosphere, geysers

2 pts

9. **What influence have the discoveries of Voyager 1 and 2 had on people's lives?**

They have influenced science and culture through movies, art and music.

2 pts

Document C

10. **Compare the two posters: the slogans used, the characters depicted, the public targeted.**

Slogans: In the 1917 poster, it says '**I want you**' (Uncle Sam is **reminding you of your duty** to serve your country) / In the modern poster, it says '**We need you**' (We, meaning NASA, are **asking you to help**)

The characters: In the 1917 poster **Uncle Sam**, a familiar character for Americans, a national personification of the American government or the USA in general, is pointing at us. He looks very stern / serious. In the modern poster, there is **an astronaut** wearing a helmet which hides his face but he is also pointing at us.

Public targeted: The 1917 poster **targets young men to enrol in the army** / The modern poster **targets everybody**, possibly people who want to go to Mars or work on the mission or people who might want to finance their missions.

6 pts

Documents A, B and C

11. **What is the common theme in the three documents?**

Space exploration

1 pt

12. **How is space made familiar in the three documents?**

- Document A: The children draw the comet on their **map + the story is told by children** who make things more accessible by using simple words and focusing on projects / dreams more than feasibility.

- Document B, Over the years **the two probes have educated us** on what was previously unknown + they are **exploring the unknown** but on these previously undiscovered planets they are **discovering familiar phenomena** like moons, Earth-like atmosphere, volcanoes.

- Document C, **elements that are familiar to the American public in the first old poster are used in the second modern poster** (the gesture and the slogan), which **depicts / shows an unfamiliar environment + Everyone is somehow familiar with Mars**, people have heard, read or watched movies or series on Mars.

Accepter tout élément de réponse pertinent

6 pts

CALCUL DE LA NOTE FINALE

I – COMPRÉHENSION note /10 non arrondie			
Questions	BARÈME ES/S	BARÈME L (LVO)	BARÈME L (LVA)
1	3	5	5
2	2	3	2
3	a) 2 b) 2	a) 4 b) 4	a) 2 b) 2
4	a)3 b)3	a)4 b)7 (1+3+3)	a)2 b)5 (1+2+2)
5	2	10 (3+3+2+2)	6 (2+2+1+1)
6	2		6
7	4		4
8	2	3	2
9	2	2	1
10	6	9 (3+3+3)	6
11	1	a) 4 b) 6 (3+1+2)	a) 4 b) 5
12	6	6	4
13			5
14			9
15		10	10
16		6	4
17		3	2
18		14	14
Sous-total compréhension	(.../40 pts) :4 =.../10 Ne pas arrondir	(.../100 pts) :10 =.../10 Ne pas arrondir	(.../100 pts) :10 =.../10 Ne pas arrondir
II – EXPRESSION note /10 non arrondie			
Sous-total expression	(... / 20 pts) :2 =... /10 Ne pas arrondir	(... / 20 pts) :2 =... /10 Ne pas arrondir	(... / 20 pts) :2 =... /10 Ne pas arrondir
NOTE FINALE (Compréhension + Expression)	Note de la compréhension /10 + note de l'expression /10 = Note finale /20 arrondie au demi-point près, (comme indiqué ci-dessous) Les ½ points sont autorisés car cette note n'est qu'une partie de la note finale qui figurera sur le relevé de notes du candidat.		

Arrondir uniquement la note finale selon les règles suivantes :

1. Si la décimale est inférieure ou égale à 0,24, arrondir au point entier inférieur

Exemples : 12,125/20 → 12/20

12,24/20 → 12/20

2. Si la décimale se situe entre 0,25 et 0,74 inclus, arrondir au demi-point

Exemples : 12,25/20 → 12,5/20

12,74/20 → 12,5/20

3. Si la décimale est supérieure ou égale à 0,75, arrondir au point entier supérieur

Exemples : 12,75/20 → 13/20

12,87/10 → 13/20

BACCALAURÉAT 2018 - 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 2018 - 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		