

CORRIGE

I. COMPREHENSION ECRITE

DOCUMENT A

Tous les candidats traitent les questions 1 à 3

1. The map was “created in 1659” (line 4) and then went through the four stages listed below. Write out the following sentences and complete them with the appropriate dates.
 - a. It was modified in **1770**
 - b. It disappeared in **the 1950s**
 - c. It was found again in **2010**
 - d. It was bought by the National Library of Australia in **2013**

2. Two famous men are mentioned: Abel Tasman and Captain Cook.
 - a. What activity were they both famous for?
They were both explorers.
 - b. What was each man’s contribution to the map?
Tasman’s description of Australia was at the origin of the map and it was modified when Captain Cook explored Australia later.

3. “It is now on display in the library’s Treasures Gallery” (lines 16-17).
What makes this map a treasure? Quote two different elements.
“The unique map” (line 4)/ “The rarity of the map” (line 11)/ “A\$600,000 (£350,000; \$450,000)” (lines 15-16)

Seuls les candidats de la série L composant au titre de la LVA (Langue Vivante Approfondie) traitent la question 4.

4. What makes the map a document of...
 - a) national interest to Australians?
It is the first map/sketch of Australia, dating back to the 17th century.
 - b) general historical interest?
It enables today’s visitors to understand how the representation of the world has changed.

DOCUMENT B

Tous les candidats traitent les questions 5 à 10

5. Why could Steven Kurutz, the writer, be called “a fossil” (line 3)?

Because he refuses GPS/he likes using printed maps

6. Could his wife be called “a fossil” too? Justify with a quotation.

No, because she “prefers GPS” (line 11)

7. Name two arguments the writer gives in favour of GPS.

It's easy to use, it gives you the best routes and traffic warnings.

8. Show by quoting two elements from the text that people don't buy maps any more.

‘It closed four years ago, leaving New York, like many cities, without a specialty map shop.’ (lines 39-40)/ “printed map sales are less than half of what they once were.”(line 43)/ “filling stations no longer sell maps as a rule” (lines 43-44)/ “they just don't like using them as much when road tripping” (lines 44-45)

9. According to the writer, how does using a GPS, as opposed to a map, affect one's approach to driving?

GPS = “passive” (line 26) / Driving by map = “actively” (line 28)

10. What do maps enable the writer to do...

a. before a trip? **Anticipate/dream**

b. during a trip? **Have action/team work, sharing/serendipity, adventure**

c. after a trip? **Bring back memories**

DOCUMENTS A ET B

Seuls les candidats des séries S/ES/L LVO traitent la question 11.

11. Choose in the following list two actions that, according to both texts, maps enable us to do. Justify your choices referring to document A and document B.

Dream / Feel different /exchange with others / have an adventure / get wealthier / visualize spaces

exchange with others : “diplomatic gift” (Doc. A, line 23), “You become a team”/ “to work together” (Doc. B). Accepter l'idée d'échange entre l'écrivain et l'éditeur de cartes (Doc. B, lines 35-37).

have an adventure : Explore the world/discover Australia (Doc. A), “destinations you might not realize you want to see...serendipity” (Doc. B, lines 20-21).

visualize spaces : creation of new maps (Doc. A), “transport myself into the place I intend to visit” (line 34), “I can unfold my maps and take myself back to a town or a stretch of highway” (Doc. B lines 31-32) (Accepter citations et reformulations)

Seuls les candidats de la série L LVA traitent la question 12.

12. Show that, in the 21st century (document B), people’s attitude to maps has reverted to that of the 17th century (document A).

In the 17th century, most maps were used as decorative pieces (Doc. A, line 22) and today, they are framed as art (Doc. B, line 44)

BAREME

Question	ES/S	L-LVO	L- LVA
1	2 pts (4 x 0,5pt)	2 pts (4 x 0,5pt)	2 pts (4 x 0,5pt)
2a	2pts	2pts	2pts
2b	4pts (2+2)	4pts (2+2)	4pts (2+2)
3	4 pts (2+2)	4 pts (2+2)	4 pts (2+2)
4a			2pts
4b			2pts
5	2pts	2pts	2pts
6	2pts (1+1)	2pts (1+1)	2pts (1+1)
7	4pts (2+2)	4pts (2+2)	4pts (2+2)
8	4pts (2+2)	4pts (2+2)	4pts (2+2)
9	4 pts	4 pts	4 pts
10	6 pts (2+2+2)	6 pts (2+2+2)	6 pts (2+2+2)
11	6 pts (2+2+2)	6 pts (2+2+2)	6 pts (2+2+2)
12			6 pts (3+3)
TOTAL (ramener la note sur 10)	40 pts	40 pts	50 pts
Sous-total partie compréhension	(.../40 pts) : 4= .../10 Ne pas arrondir	(.../40 pts) : 4= .../10 Ne pas arrondir	(.../50 pts) : 5 = .../10 Ne pas arrondir
EXPRESSION note/10 non arrondie			
Sous-total partie expression	(.../20 pts) : 2 = .../10 (ne pas arrondir)		
NOTE FINALE (Compréhension + Expression)	<p>Note de la compréhension /10 + note de l'expression /10 =</p> <p>Note finale /20 arrondie au demi-point près, (comme indiqué ci-dessous)</p> <p>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.</p>		

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 : $12,125/20 \rightarrow 12/20$

$12,24/20 \rightarrow 12/20$

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

Exemples : $12,25/20 \rightarrow 12,5/20$

$12,74 / 20 \rightarrow 12,5/20$

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

Exemples : $12,75/20 \rightarrow 13/20$

$12,87/20 \rightarrow 13/20$