

## CORRIGE ET BAREME

### I. COMPREHENSION ECRITE (10 points)

#### DOCUMENT A

Tous les candidats traitent les questions 1 à 3.

1. Three men are mentioned.
  - a. How are they related in the Ford family?  
**Bill Ford is Henry Ford's great grandson. Henry Ford II is Bill Ford's uncle. (2x1pt)**
  - b. What did Henry Ford and Henry Ford II achieve in Detroit?  
**Henry Ford founded the Ford Motor Company.  
Henry Ford II built / created the Renaissance Center. (2x1pt)**
  
2.
  - a. In Bill Ford's experience, what is the general view of Detroit today? Use a quote to justify your answer.  
**In Bill Ford's experience, most people have a low opinion of Detroit. Indeed, they feel sorry for those who live there. "Gee, I'm sorry" II. 15-16. They don't understand why some people choose to live there. "Why would you live there?" I. 16. (une seule citation exigée) (2pts, 1+1)**
  - b. Use the text to show that Bill Ford's view is different.  
**On the contrary, Bill Ford loves Detroit. "I was always very proud of this area. And I love Detroit." II. 16-17 (la citation suffit - 2pts)**
  
3.
  - a. What building did Bill Ford buy?  
**He bought a train station / the Michigan Central Station. (1pt)**
  - b. Describe the condition of the building. Quote two elements from the text to support your answer.  
**The building is derelict / shabby / in a bad condition / in a bad state. "graffiti-covered train station" I. 3 and "the depot's cavernous, long-neglected lobby" II. 11-12. (3pts: 1+1+1)**
  - c. What is his project for the building?  
**He wants to restore the building to create a shopping center on the first floor and offices on the second floor. (2pts)**
  - d. How did his personal background inspire his project?  
**He often drove along Michigan Avenue past the station. It reminded him of his family's legacy. He too decided to build something in the city / to make his contribution to the city's development. He felt a responsibility due to his legacy. (2pts pour ES/S/L-LVO; 3pts pour L-LVA)**

e. Explain why the journalist calls Bill Ford's project "audacious" (l. 13).

**This project is audacious because the building is huge: "the 18-story building" l. 20. Moreover, he wants to create offices for 5,000 people. The project is also audacious because the building is "the symbol of the ruin of the city," l. 18 and Bill Ford wants to restore it. (une idée suffit - 2pts pour ES/S/L-LVO; 3pts pour L-LVA)**

**Seuls les candidats des séries S/ES/L qui ne composent pas au titre de la LVA (Langue Vivante Approfondie) traitent la question 4.**

4. According to Bill Ford, what impact will his project have on the city?

**The project will revitalize Corktown / Detroit. It will attract startups, entrepreneurs, workers and also customers / shoppers. (2pts)**

**Seuls les candidats de la série L composant au titre de la LVA (Langue Vivante Approfondie) traitent la question 5.**

5. Why does the journalist use the word "vision" to refer to Bill Ford's project?

Support your answer with two elements from the text.

**Bill Ford can see what the building will become despite its shabby state. The journalist uses the word "vision" to insist on his ability to foresee / shape the future of the city. He calls the building "fabulous" and wants to "make it sparkle". He sees the potential of the building: "a public attraction, but also a potential revenue generator." ll. 25-26. He wants to make it a dynamic place where people would come to work but also to shop. "I would love to see startups, young entrepreneurs in here" l. 27. Not only does he want 5,000 people to work there, but he also intends it to be "part of the fabric of Corktown." l. 31. He plans to revitalize the area. / This project is his attempt at reshaping "Detroit's skyline." l. 21. (6pts: 2+2+2)**

## **DOCUMENT B**

**Tous les candidats traitent les questions 6 et 7.**

6. a. What distinction was given to Charlottesville in 2014?

**Charlottesville was named "America's happiest city" l. 7 / "Joy town" ll. 7-8 / accepter "the feelgood capital of the US" l.2. (1pt)**

- b. Do the inhabitants think that this distinction is deserved? Justify your answer with two quotes.

**They do.**

- **“An informal poll of residents didn’t find too many who rejected the finding,” ll. 9-10.**
- **“I don’t know about the happiest but it’s certainly all right.” ll. 10-11.**
- **“Here in Charlottesville, many said they would not be persuaded to move even if they were offered greater material security elsewhere.” ll. 14-15.**
- **“It has all the things you’d want from a big city,” ll. 20-21.**

**(3pts: 1+1+1)**

- c. In your own words, explain what the journalist means by “if there’s one place in the US that has more or less everything going for it, this is it.” (ll. 18-19). (+/- 40 words)

**Charlottesville has everything people like in a city: nice weather, good restaurants, a university, health services and cultural places to visit. Besides, it is situated in a beautiful area and it’s not too big. As for the people, they like living in the same place and get on well. (5 éléments attendus) (5pts)**

7. a. Find information about the famous person born there:

- name

**Thomas Jefferson was born in Charlottesville. (1pt)**

- reason for fame (2 elements)

- **He created the University of Virginia in his hometown. (1pt)**
- **He was the principal drafter of the Declaration of Independence. (1pt)**

- b. In connection with the famous local person, why is it appropriate that Charlottesville has received this distinction?

**Charlottesville is called the happiest American city. It’s the hometown of the man who wrote the phrase “the inalienable right to the pursuit of happiness” in the US Declaration of Independence / he installed “the pursuit of happiness” as an inalienable right. (2pts)**

Seuls les candidats de la série L composant au titre de la LVA (Langue Vivante Approfondie) traitent la question 8.

8. Explain what Chip Levy means by “happiness is an allowable goal?” (ll. 25-26).  
**Allowable goal means that people are entitled to want to be happy. It is their right to be happy. The pursuit of happiness is placed on the same level as life and liberty. (4pts)**

### DOCUMENTS A ET B

Tous les candidats traitent la question 9.

9. Show that both documents illustrate how some individuals feel connected to the place where they live. (+/- 40 words)  
**In the first document, Bill Ford and his ancestors have been involved in the evolution of Detroit. They have contributed to the ups and downs of this city. They have been actors of its evolution. They are part of the history of Detroit and Detroit is part of their history. In the second document, the place contributes to making people happy. The city itself is a source of happiness thanks to its surroundings and all the things it offers to its inhabitants. The connection is made in the present rather than in history, and more social than personal. (6pts: 3+3)**

## BAREME

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

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

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

## BACCALAURÉAT 2019 - EXPRESSION ÉCRITE - GRILLE LVO ANGLAIS

| Contenu / Réalisation de la/ des tâche(s)  | Cohérence de la construction du discours |     | Correction de la langue  |     | Richesse de la langue   |   |   |   |  |   |   |
|--|--|-----|--|-----|---|---|---|---|--|---|---|
|  | LV1                                      | LV2 | LV1  | LV2 | LV1   | LV2   |   |   |  |   |   |
| <p><b>Satisfaisante</b> quant au contenu et l'intelligibilité, <b>pertinence des arguments</b>.</p> <p><b>Touche personnelle</b> et/ou référence pertinente à des notions culturelles.</p> | 5  |     | <p><b>Point de vue clair, discours naturellement étayé</b> par des éléments pertinents</p>   | 5   | <p><b>Bonne maîtrise</b> des structures simples et courantes,</p> <p><b>MEME SI des erreurs sur les structures complexes</b> qui ne conduisent à aucun malentendu</p> | 5   | <p><b>Gamme suffisamment large de mots et expressions pour varier les formulations,</b></p> <p><b>MEME SI</b> quelques lacunes ou confusions.</p> | 5   |  |   |   |
| <p><b>Intelligible et suffisamment développée,</b></p> <p><b>MEME SI</b> sans originalité et/ou absence de connaissances culturelles.</p>  | 4  | 5   | <p><b>Effort soutenu d'articulation dans le discours</b></p> <p><b>MEME SI</b> exemples et arguments sont introduits de façon maladroite</p> | 4   | 5   | <p><b>Assez bonne maîtrise</b> des structures simples et courantes,</p> <p><b>MEME SI</b> quelques erreurs sur les structures simples qui ne gênent pas la compréhension.</p> | 4   | 5   | <p><b>Gamme suffisante de mots et expressions pour pouvoir développer,</b></p> <p><b>MEME SI</b> utilisation fréquente de périphrases, de répétitions ou de mots incorrects.</p> | 4 | 5 |
|  |  |     |  |     | <p>Production <b>immédiatement compréhensible,</b></p> <p><b>MEME SI</b> fréquence des erreurs sur des structures simples ou courantes.</p>                           | 3   | 4   | <p><b>Mots et structures pour la plupart adaptés à l'intention de communication,</b></p> <p><b>MAIS</b> limités, ce qui réduit les possibilités de développement.</p> | 3  | 4 |   |
| <p><b>Correspond à un début de traitement de toutes les tâches</b></p> <p><b>MAIS</b> développements trop limités ou très maladroits (lecture qui requiert un effort).</p>                 | 2  | 3   | <p><b>Point de vue perceptible,</b></p> <p><b>MEME SI</b> l'agencement du discours relève plus de la juxtaposition que de la logique</p>     | 2   | 3   | <p>Production <b>globalement compréhensible,</b></p> <p><b>MAIS</b> les erreurs se multiplient, au point de rendre la lecture peu aisée.</p>                                  | 2   | 3   | <p><b>Vocabulaire pauvre,</b> nombre important de périphrases, incorrections, répétitions,</p> <p><b>MEME SI</b> le discours reste intelligible.</p>                             | 2 | 3 |
| <p><b>Partielle (une tâche non traitée)</b> ou pas de véritable tentative de réponse</p>   | 0  | 1   | <p><b>Point de vue difficile à percevoir</b></p> <p>Pas de cohérence</p>   | 0   | 1   | <p>Production <b>pratiquement inintelligible.</b></p> <p>Erreurs très nombreuses</p>  | 0   | 1   | <p><b>Vocabulaire très pauvre</b></p> <p>Discours pratiquement inintelligible.</p>   | 0 | 1 |
| <b>Exercice non réalisé</b>  | 0  | 0   |  | 0   | 0   |   | 0   | 0   |  | 0 | 0 |
| <b>5 points</b>  |  |     | <b>5 points</b>  |     |   | <b>5 points</b>   |   |   | <b>5 points</b>  |   |   |

**BACCALAURÉAT 2019 - EXPRESSION ÉCRITE - GRILLE LVA ANGLAIS**

| Contenu / Réalisation de la/ des tâche(s)  | Cohérence de la construction du discours |          | Correction de la langue   |          | Richesse de la langue |  |          |          |   |          |          |
|--|--|----------|---|----------|-----------------------|--|----------|----------|---|----------|----------|
|  | LV1                                      | LV2      | LV1   | LV2      | LV1                   | LV2  |          |          |   |          |          |
| <p><b>Satisfaisante</b> quant au contenu et l'intelligibilité, <b>pertinence des arguments</b>.</p> <p><b>Touche personnelle</b> et/ou référence pertinente à des notions culturelles.</p> | <b>5</b>                                 |          | Discours clair, fluide, démontrant un <b>usage maîtrisé</b> des moyens de structuration et d'articulation                                       | <b>5</b> |                       | <p><b>Haut degré de correction. Peu d'erreurs</b></p> <p><b>Maîtrise d'un vaste répertoire</b> qui permet de s'exprimer à l'écrit sans restriction apparente</p>                     | <b>5</b> |          |   |          |          |
| <p><b>Intelligible et suffisamment développée,</b></p> <p><b>MEME SI</b> sans originalité et/ou absence de connaissances culturelles.</p>  | <b>4</b>                                 | <b>5</b> | <p><b>Point de vue clair, discours naturellement étayé</b> par des éléments pertinents</p>  | <b>4</b> | <b>5</b>              | <p><b>Bonne maîtrise</b> des structures simples et courantes,</p> <p><b>MEME SI</b> des erreurs sur les <b>structures complexes</b> qui ne conduisent à aucun malentendu.</p>        | <b>4</b> | <b>5</b> | <p><b>Gamme suffisante large de mots et expressions pour varier les formulations,</b></p> <p><b>MEME SI</b> quelques lacunes ou confusions.</p>   | <b>4</b> | <b>5</b> |
|  |  |          | <p><b>Effort soutenu d'articulation dans le discours</b></p> <p><b>MEME SI</b> exemples et arguments sont introduits de façon maladroite</p>    | <b>3</b> | <b>4</b>              | <p><b>Assez bonne maîtrise</b> des structures simples et courantes,</p> <p><b>MEME SI</b> quelques erreurs sur les <b>structures simples</b> qui ne gênent pas la compréhension.</p> | <b>3</b> | <b>4</b> | <p><b>Gamme suffisante de mots et expressions pour pouvoir développer,</b></p> <p><b>MEME SI</b> utilisation fréquente de <b>périphrases, de répétitions</b> ou de mots incorrects.</p> | <b>3</b> | <b>4</b> |
| <p><b>Correspond à un début de traitement de toutes les tâches</b></p> <p><b>MAIS</b> développements trop limités ou très maladroits (lecture qui requiert un effort).</p>                 | <b>2</b>                                 | <b>3</b> | <p><b>Point de vue perceptible,</b></p> <p><b>MEME SI</b> l'agencement du discours relève plus de la <b>juxtaposition que de la logique</b></p> | <b>2</b> | <b>3</b>              | <p><b>Production compréhensible</b></p> <p><b>MEME SI</b> fréquence des erreurs sur des <b>structures simples</b> ou courantes.</p>  | <b>2</b> | <b>3</b> | <p><b>Mots et structures pour la plupart adaptés à l'intention de communication,</b></p> <p><b>MAIS</b> limités, ce qui réduit les possibilités de développement.</p>                   | <b>2</b> | <b>3</b> |
| <p><b>Partielle (une tâche non traitée)</b> ou pas de véritable tentative de réponse</p>   | <b>0</b>                                 | <b>1</b> | <p><b>Point de vue difficile à percevoir</b></p> <p>Pas de cohérence</p>  | <b>0</b> | <b>1</b>              | <p><b>Production dans laquelle</b> les erreurs se multiplient, au point de rendre la lecture peu aisée.</p>  | <b>0</b> | <b>1</b> | <p><b>Vocabulaire pauvre,</b> nombre important de périphrases, incorrections, répétitions,</p>  | <b>0</b> | <b>1</b> |
| <b>Exercice non réalisé</b>  | <b>0</b>                                 | <b>0</b> |   | <b>0</b> | <b>0</b>              |  | <b>0</b> | <b>0</b> |   | <b>0</b> | <b>0</b> |
| <b>5 points</b>  |  |          | <b>5 points</b>   |          |                       | <b>5 points</b>  |          |          | <b>5 points</b>   |          |          |