

# BACCALAURÉAT GÉNÉRAL

SESSION 2012

## CORRIGÉ

ANGLAIS

LANGUE VIVANTE 1

SÉRIES ES - S

DURÉE DE L'ÉPREUVE : 3 heures - COEFFICIENT : 3

*L'usage de la calculatrice et du dictionnaire n'est pas autorisé.*

**L'attention des correcteurs est attirée sur le fait que le corrigé proposé est indicatif, et qu'ils peuvent, et doivent, accepter toute réponse qui leur semble correcte.**

Ce corrigé comporte 6 pages numérotées de 1/6 à 6/6.

### Répartition des points

|               |           |
|---------------|-----------|
| Compréhension | 10 points |
| Expression    | 10 points |

**SUGGESTIONS DE CORRECTION ET BARÈME**  
**A L'ATTENTION DES CORRECTEURS DU BACCALAURÉAT**  
**SÉRIES ES-S– LV1 – Anglais**

Si les erreurs de langue font obstacle à l'intelligibilité du propos du candidat, il est possible d'enlever un tiers des points (**mais pas plus**) pour chacune des questions

## **I. COMPRÉHENSION**

**1. a) Who are the characters present in the scene?**

*The Queen / Elizabeth II, Mr Hutchings, Norman Seakins.*

Ne pas pénaliser l'absence de mention du cuisinier qui fume (l.60).

**3 pts (3 x 1 pt)**

**b) What are their occupations?**

- *The Queen is a monarch / the Queen of England.*

- *Mr Hutchings is a librarian.*

- *Norman Seakins works in the kitchen / is a kitchen boy.*

**6 pts (3 x 2 pts)**

**2. Where exactly does the scene take place? (two elements)**

*It takes place in:* 1. *Buckingham Palace / the Queen's palace (in London).*

2. *"a book-lined van" (l.22) / library van / circulating library / moving library.*

**4 pts (2 + 2)**

**3. (l.3) "I never knew that."**

**a) Who is speaking?**

*The Queen.*

**2 pts**

**b) What does "that" refer to exactly?**

*It refers to the fact that there is a circulating library coming to the palace (every Wednesday).*

**2 pts**

**4. (l.45) "She had still not solved her problem."**

**a) Explain what the character's problem is.**

*She doesn't know which book to choose.*

**2 pts**

**b) What does this reveal about her?**

*She isn't used to going to libraries and so she doesn't know what she is expected to do. As a symbolic figure embodying the nation, she feels she has no right to have personal tastes / preferences.*

Ne pas pénaliser si cela anticipe sur la question 7 et, le cas échéant, comptabiliser ici les points correspondants.

4 pts (2 + 2)

**c) Does she eventually solve her problem? If yes, say how. If no, say why.**

*Yes, she does. She picks up one book because the author's name rings a bell to her.*

3 pts (1 + 2)

**5. Focus on the passage from line 38 (“*She riffled through . . .*”) to line 59 (“*. . . ever arise*”). Describe each character’s feelings and/or reactions to the situation. Justify with a quote for each character.**

- *The Queen is obviously embarrassed / uncomfortable / self-conscious / ill-at-ease. She doesn't want to hurt anybody's feelings and feels obliged to pick up a book.*

4 pts (2+2)

*Quote: l.45-46: “knowing that if she left [. . .] somehow lacking.”*

2 pts

- *Mr Hutchings is very careful about what he says to the Queen and how he says it / he knows how to behave (he knows the etiquette). He is aware of the solemnity of the situation.*

4 pts (2+2)

*Quote: l. 53-54: “Mr Hutchings refrained from [. . .] public's heart.”  
l. 58-59: “He inclined his head [. . .] eventually ever arise.”*

2 pts

- *Norman Seakins is less embarrassed, more natural/spontaneous and straightforward. He makes a blunder (probably because he's younger and less educated.)*

4 pts (2+2)

*Quote: l.41-42: “ ‘I think it was My Fair Lady, ma'am.’  
‘Oh, was it?’ said the Queen, unused to being contradicted.”*

2pts

18 pts (4+2+4+2+4+2)

**6. “Cecil Beaton” and “Ivy Compton-Burnett”:**

**a) Who are they? Give as much information contained in the text as you can about each of them.**

- *Cecil Beaton is a photographer and a designer (theatre settings) (pénaliser si “fashion designer”).*
- *Ivy Compton-Burnett is a writer. Not a popular writer. She's a dame.*

5 pts (2 + 3)

**b) How does the female character know them?**

- *She knows them personally / in the flesh.*
- *Beaton used to take photographs of her. Accepter si le candidat dit seulement qu'elle l'a déjà rencontré en personne ((1.33) "He always used to be round here").*
- *She made Ivy Compton-Burnett a dame / gave her a title.*

6 pts (3 x 2 pts)

**c) What does this reveal about her world compared to the other characters' world? (30 words)**

- *They belong to different worlds.*
- *Queen : disconnected from the everyday reality of common people.*
- *Hutchings and Seakins know about them only through books.*
- *Queen: lives in a world made up of public figures.*

8 pts (4 x 2 pts)

**7. (1.15-16) "She'd never taken much interest in reading." Explain why in your own words. (three elements) (30 words)**

- *As the Queen, she's not supposed to like or not like.*
- *She can't have hobbies or preferences.*
- *Reading isn't doing and she must act.*

6 pts (3 x 2 pts)

**8. (1.11) "I'am the same. Though now that one is here I suppose one ought to borrow a book." Why does this character use these two pronouns?**

*She uses both pronouns to refer to herself. When she uses "I" she speaks more personally / as an individual whereas when she uses "one" she is definitely speaking as the Queen / her function/duty determines her speech. => She plays the part of the Queen.*

5 pts

**9. (1.25) "One is a pensioner." What kind of pension does the Queen receive? Identify the tone of the narrator and justify. (20 words)**

*The tone is ironical → the whole text is supposed to make the reader smile.*

*( ne pas pénaliser si le ton est perçu même sur une autre base)*

*The Queen receives a pension from the State / government / public purse / Treasury not a retirement pension.*

*Bonus : 1 pt pour une référence à la "Civil List".*

6 pts (2 x 3 pts)

## II. EXPRESSION

Choose one of the following subjects.

1. Hutchings comes back home. He tells his wife about what happened on that day and how he felt. Imagine their conversation. (300 words, +/- 10%)

OR

2. (1.21) “*Reading [isn’t] doing.*” To what extent do you agree with this statement? (300 words, +/- 10%)

### Grille pour l’évaluation de l’expression personnelle

*Ne pas pénaliser si le nombre de mots n’est pas indiqué*

| Réalisation de l’exercice et traitement du sujet<br>8 points   | Recevabilité linguistique<br>12 points   |
|--|--|
| <b>0,5 - 1,5 points</b> <ul style="list-style-type: none"><li>- consignes non respectées (<b>ne pas pénaliser si le nombre de mots est dépassé</b>)</li><li>- hors sujet</li><li>- contresens</li></ul>              | <b>0,5 - 2,5 points</b> <ul style="list-style-type: none"><li>- inintelligible</li><li>- lexique indigent</li><li>- erreurs récurrentes de grammaire élémentaire</li></ul>         |
| <b>1,5 – 3,5 points</b> <ul style="list-style-type: none"><li>- recopiage du support</li><li>- hors sujet partiel</li><li>- sujet compris mais traitement plat et superficiel</li><li>- construction vague</li></ul> | <b>3 – 6 points</b> <ul style="list-style-type: none"><li>- compréhension possible malgré des erreurs fréquentes</li><li>- lexique limité</li><li>- syntaxe peu élaborée</li></ul> |
| <b>4 – 6,5 points</b> <ul style="list-style-type: none"><li>- existence d’une problématique</li><li>- effort de construction</li></ul>   | <b>6,5 - 10 pts</b> <ul style="list-style-type: none"><li>- erreurs occasionnelles</li><li>- vocabulaire adapté</li><li>- syntaxe adéquate</li></ul>                               |
| <b>7 – 8 points</b> <ul style="list-style-type: none"><li>- enchaînement des idées</li><li>- développement organisé</li><li>- références culturelles</li><li>- conviction, humour</li></ul>                          | <b>10,5 – 12 points</b> <ul style="list-style-type: none"><li>- erreurs rares</li><li>- vocabulaire riche</li><li>- syntaxe élaborée</li><li>- capacité à nuancer</li></ul>        |

Dans un esprit d’évaluation positive, on n’hésitera pas à bonifier – en seconde lecture et selon une échelle de 0,5 à 4,5 pts – 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.  
En revanche, si la présentation est inacceptable ou l'écriture illisible, on choisira automatiquement le bas de la fourchette choisie dans la colonne « réalisation et traitement du sujet ».

### BARÈME

#### I. COMPRÉHENSION : 10 points (note sur 80 à diviser par 8, **sans arrondir**).

| Questions | Points                           |
|-----------|----------------------------------|
| 1         | a. 3 pts<br>b. 6 pts             |
| 2         | 4 pts                            |
| 3         | a. 2 pts<br>b. 2 pts             |
| 4         | a. 2 pts<br>b. 4 pts<br>c. 3 pts |
| 5         | 18 pts                           |
| 6         | a. 5 pts<br>b. 6 pts<br>c. 8 pts |
| 7         | 6 pts                            |
| 8         | 5 pts                            |
| 9         | 6 pts                            |
| Total     | 80 pts                           |

#### II. EXPRESSION : 10 points (note sur 20 à diviser par 2, **sans arrondir**).

#### CALCUL DE LA NOTE FINALE SUR 20

1. Additionner (compréhension /10 + expression /10)

2. Arrondir si nécessaire :

Exemple : - de 15,1 à 15,4 => 15/20

- à partir de 15,5 => 16/20