

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 |
|---|---|--|
| Document 1 | | |
| <p>A. 1) Copy the following sentences and complete them using words from the text. Some blanks require more than one word.</p> <p>2) Choose the appropriate ending.</p> <p>3) Finish the following sentence.</p> | <p>1) a) The author's name is Jenny Dawson. b) She grew up in Scotland on a farm. c) Every year, the family had too much food (accepter tous les éléments qui se réfèrent au surplus de nourriture). 2) In the author's family tradition, people don't a- throw away food. 3) So, the author's mother decided to transform fruit and veg to make chutneys and jams (accepter "preserve")</p> | <p>A. 2,5 pts 1) 0,25 pt X 4 2) 0,5 pt 3) 1 pt</p> |
| <p>B.</p> <p>1) What is the name of the author's project?</p> <p>2) What does "Rubies in the Rubble" mean? Choose the right answer.</p> <p>3) Fill in the blanks using words from the text.</p> | <p>1) Rubies in the Rubble 2) c- You can find valuable things in the rubbish. 3) a) Type of products made: chutneys and jams b) Ingredients used: fruit and vegetables c) Made by: women, disadvantaged communities (accepter "women" seul) d) Sold at: Borough Market (accepter "at the Market")</p> | <p>B. 3 pts 1) 0,5 pt 2) 1 pt 3) 0,25 pt X 6</p> |
| <p>C. True or False? Answer the question and justify by quoting from the text.</p> <p>a) The author thinks having a job is essential to social integration.</p> <p>b) The managers of Borough Market offered no help.</p> <p>c) The atmosphere in the market is very pleasant.</p> | <p>C. a) True. (1.15-16) "<i>A job is crucial. You've got purpose ... community</i>" b) False. (1.28) "<i>the management were incredibly enthusiastic</i>" OU (1.29) "<i>we want to support you</i>" OU (1.29-30) "<i>let's just start on Saturdays and see how you go.</i>" c) True. (1.23) "<i>it's also got this really nice family friendly feel.</i>"</p> | <p>C. 1,5 pts 0,5 pt X 3</p> |
| <p>D. Conclusion. Complete the following sentence with words from the text.</p> | <p>D. The author aims at solving two major problems in society today; the objective of her project is to fight against waste OU food surplus OU gluts of food and exclusion OU unemployment.</p> | <p>D. 1 pt 0,5 pt X 2</p> |
| Total document 1 | | 8 POINTS |

| Document 2 | | E. 3,5 pts |
|--|--|--|
| <p>E. Answer the following questions by quoting the text.</p> <p>1) a) “Which place does “here” refer to? (line 4) b) Why does he go there? (1 quote)</p> <p>2) Conclusion. Is it a satisfying experience to him? (Say Yes or No + 2 quotes)</p> <p>F. 1) Match each stanza of the song to a period of the singer’s life.</p> <p>2) Which sentence could the singer say about his childhood? Choose the appropriate speech bubble and justify by quoting the text.</p> <p>3) Choose the appropriate answer.</p> <p>4) Choose the correct answer and copy the full sentence onto your paper. Justify with a quote from the last stanza.</p> | <p>1. a) (1.2) “the supermarket”. b) (1.4) “I came in here for that special offer” ou “A guaranteed personality”</p> <p>2) (1.3) No. “I can no longer shop happily” ET (1.2) “I’m all lost” No + 1 citation cohérente = 1 pt No + 2 citations cohérentes = 2 pts</p> <p>1) a) Stanza 1 (1.1 to 1.5) 2. Adulthood b) Stanza 2 (1.6 to 1.9) 1. Childhood c) Stanza 3 (1.10 to 1.13) 1. Childhood d) Stanza 4 (1.15 to 1.18) 2. Adulthood e) Stanza 5 (1.19 to 1.22) 2. Adulthood</p> <p>2) b- People didn’t care much about me. (1.7) “Nobody seemed to notice me”; accepter (1.6) “I wasn’t born so much as I fell out.” 3) c- In the past, he didn’t talk to anyone and now he doesn’t have any friends. 4) His experience made him feel even more a- disappointed with his life.</p> | <p>1) a) 0,5 pt b) 1 pt</p> <p>2) 2 pts</p> <p>F. 5,5 pts</p> <p>1) 0,5 pt X 5 = 2,5 pts</p> <p>2) 1 pt</p> <p>3) 1pt</p> <p>4) 1pt</p> |
| Total document 2 | | 9 POINTS |
| Documents 1 and 2 | | |
| <p>G. Choose the appropriate title for both documents.</p> <p>H. Which narrator (in Document 1 or Document 2) is more positive about his or her vision of society? Answer and justify in your own words.</p> | <p>a- Criticizing the consumer society.</p> <p>H. Jenny Dawson has a more positive relation to society. Justification : she’s more active / she does something to change society, etc. OU Jenny Dawson has a more positive relation to society because the singer complains but doesn’t do anything, etc...</p> <p>NE PAS PENALISER LES FAUTES DE LANGUE S I LE MESSAGE RESTE COMPREHENSIBLE !</p> | <p>G. 1 pt</p> <p>H. 2 pts 0,5 pt pour réponse + 1,5 pt insécable pour justification</p> |
| Total documents 1 et 2 | | 3 POINTS |
| TOTAL | | 20 points à diviser par 2 pour obtenir note sur 10 |

| 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 |
| Satisfaisante quant au contenu et l'intelligibilité, Toucher 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 | | Gamme suffisamment large de mots et expressions pour varier les formulations, MEME SI quelques lacunes ou confusions. | 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 |
| 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, 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 |
| 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 pauvre, nombre important de périphrases, incorrections, répétitions, MEME SI le discours reste inintelligible. | 0 | 1 |
| Exercice non réalisé | 0 | 0 | | 0 | 0 | | 0 | 0 | | 0 | 0 |
| 5 points | | | 5 points | | | 5 points | | | 5 points | | |