

Suggestion de correction et barème

LV2 – Série L

COMPRÉHENSION DE L'ÉCRIT (10 points)

Tous les candidats de la série L traitent les questions de I à VI.

Document A

I. The class uses futuristic high-tech: justify with three quotes from the text. (3 points)

- being in a virtual classroom (I.3)
- a holographic map appeared, floating halfway between her desk and the class. (I.18-19)
- he could paint pictures in three dimensions (I.4)
- history textbooks that changed the words they used when Tony punched in that he didn't understand something. (I.13-14)

II. Who are Miss Ellis and Tony? (2 points)

Miss Ellis is the teacher and Tony is a student in this school.

III. Explain in your own words how students in this class can create artistic pictures. (4 points)

They use their imagination but also the sophisticated technology available in the classroom. They can make moving pictures in three dimensions, collages with sound effects.

Imagination & technology = 1

moving pictures = 1

3 dimensions = 1

sound effects = 1

IV. What are the characteristics of their history textbooks? Choose the correct answer and justify with a quote. (3 points)

a) They don't use any complicated words.

b) They can adapt their words when a child finds them too difficult.

c) They only tell about what the child needs to know.

Quote: history textbooks that changed the words they used when Tony punched in that he didn't understand something. (I.13-14)

Ne donner les 3 points que si la réponse est justifiée par la bonne citation.

V. What are Tony's main feelings in the text? Choose three adjectives in the list below and justify each of them with a quote: (6 points : 2 points par adjectif et citation)

amazed / jealous / bored / angry / delighted / frightened

- amazed: *Tony thought it was the most beautiful map he had ever seen. (I.20-21)*

- jealous: *Tony envied the other students. (I.8)*

- delighted: *relishing every minute he was there. (I.12)*

VI. What does Tony do when the lunch period arrives? (4 points)

He doesn't go to have lunch and stays in the classroom instead. Even if he is hungry, he enjoys himself and spends his time creating other artistic pictures, and reading history textbooks.

doesn't go to have lunch = 1

stays in class / enjoys himself = 1

creates artistic pictures = 1

reads history books = 1

Seuls les candidats de la série L qui ne composent pas au titre de la LVA (Langue Vivante Approfondie) traitent la question VII.

VII. Why is a holographic map superior to a flat map according to Tony? Answer in your own words and support your answer with one quote. (50 words) (5 points)

The holographic map is fascinating and very detailed. It is suspended in the air, the colours are shiny and beautiful and you can easily see all the cities, states, mountains.

On the one hand, it is very realistic, much more than a flat map, and on the other hand, it is also dreamlike and beautiful, like an artistic creation: *“There was a vibrancy to this map” (l.23), “It shimmered in the air, floating in and out of insubstantiality.” (l.21)*

références au texte : 1

detailed and realistic: 2

dreamlike and beautiful: 2

Document B

Tous les candidats de la série L traitent les questions de VIII à XII.

VIII. What is the main subject of this article? Choose the correct answer and justify with a quote. (2 points)

a) the advantages of connecting schoolchildren with nature outdoors.

b) the advantages of exploring nature during summertime.

c) the advantages of studying nature and science inside the classroom.

Quote: *But schools are realizing that connecting with nature has benefits all year long. (ll. 1-2)*

Ou: *Just a walk through an urban park, he says, can help kids' performance in school. (l.5)*

Ne donner les deux points que si la réponse est justifiée par la bonne citation.

IX. “Amid all the focus on technology, we’ve been missing something quite elemental”. (l.3) Choose the correct meaning of the sentence: (1 point)

a) technology must remain essential in schools.

b) technology has taken too much importance in schools.

c) technology in school is always beneficial for schoolchildren.

X. Find two quotes that show the influence of nature on schoolchildren's attitude. (2x1 = 2 points)

- *the troublemaker in class is the very one that turns out to have leadership qualities in the woods (l.7-8)*

- *There is something about natural environments that is really stress-reducing (l.12)*

- *There's a sense of calm and a sense of being unplugged. (l.23)*

XI. Find two examples in the text that show how schoolchildren can discover nature. (2x2 = 4 points)

- *just 10 minutes a day in a neighborhood park (ou) a walk through an urban park.*

- *planting a pollinator garden.*

XII. “There’s a sense of calm and a sense of being unplugged.” (l.23) Explain the sentence in your own words and illustrate with elements from the text. (40 words) (6 points)

When children are out of the classroom and close to nature, their behaviour changes. They become “careful observers of the natural world” (l.22-23) and even “troublemakers” can become leaders “in the woods” (l.7). Being close to nature brings peace and quiet so they forget about the environment of the classroom and the stress of school disappears.

2 références au texte : 2 points (par exemple "careful observers" ou référence à "troublemakers")
being close to nature: 1 point
less stress, more peace and quiet: 2 points
forget about the classroom: 1

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

XIII. "It isn't about going back to nature, but forward" (I.25): Explain the vision of progress through nature expressed here. (60 words) (5 points)

Very often, living close to nature is considered as the opposite of progress. It is seen as a refusal to live in the modern world. However, here, the text shows that making schoolchildren discover their natural environment is a form of progress, a movement forward to make them more conscious of the world they live in. It is not a refusal of the modern world, of technology, but it is a way to educate children more completely. So progress here is seen as the reconciliation between modernity and nature, not as their opposition.

Living close to nature = often opposed to progress /refusal of modernity = 1 point

Here, nature seen as a movement forward (progress) / helps educate children = 2 points

Makes children more conscious of the world they live in = 2 points

Documents A et B

Tous les candidats de la série L traitent la question XIV.

XIV. Describe and contrast the visions of progress in children's education presented in each document. (50 words) (8 points)

The two texts focus on children and learning, and they seem to offer two different visions of what is best for schoolchildren. The first text shows how the progress in technology could help children feel good in the classroom but also make them interested and creative. On the other hand, the other text suggests that children need less technology in school and that making them connected to nature represents a new solution for their education.

Opposition technology / nature

interested and creative through technology

less technology, more nature

EXPRESSION ÉCRITE (10 points)

Seuls les candidats de la série L qui ne composent pas au titre de la LVA (Langue Vivante Approfondie) traitent la question I OU la question II.

Choose ONE of the following subjects:

- I. After his school day, Tony speaks with his mother about his experience in this classroom. Write the dialogue. (250 words)
- II. You are a student in charge of organizing a project to make your classmates more conscious of their natural environment. Write a speech in which you explain your specific project and present your arguments to convince your class. (250 words)

Seuls les candidats de la série L composant au titre de la LVA (Langue Vivante Approfondie) traitent les questions III ET IV.

- III. After his school day, Tony speaks with his mother about his experience in this classroom. Write the dialogue. (150 words)

- IV. You are a student in charge of organizing a project to make your classmates more conscious of their natural environment. Write a speech in which you explain your specific project and present your arguments to convince your class. (150 words)

Suggestion de correction et barème

LV2 – Séries ES, S

COMPRÉHENSION DE L'ÉCRIT (10 points)

Document A

I. The class uses futuristic high-tech: justify with three quotes from the text. (3 points)

Accepter :

- being in a virtual classroom (l.3)
- a holographic map appeared, floating halfway between her desk and the class. (l.18-19)
- he could paint pictures in three dimensions (l.4)
- history textbooks that changed the words they used when Tony punched in that he didn't understand something. (l.13-14)

II. Who are Miss Ellis and Tony? (2 points)

Miss Ellis is the teacher and Tony is a student in this school.

III. Explain in your own words how students in this class can create artistic pictures. (4 points)

They use their imagination but also the sophisticated technology available in the classroom. They can make moving pictures in three dimensions, collages with sound effects.

Imagination & technology = 1

moving pictures = 1

3 dimensions = 1

sound effects = 1

IV. What are the characteristics of their history textbooks? Choose the correct answer and justify with a quote. (2 points)

a) They don't use any complicated words.

b) They can adapt their words when a child finds them too difficult.

c) They only tell about what the child needs to know.

Quote: history textbooks that changed the words they used when Tony punched in that he didn't understand something. (l.13-14)

Ne donner les deux points que si la réponse est justifiée par la bonne citation.

V. What are Tony's main feelings in the text? Choose three adjectives in the list below and justify each of them with a quote: (6 points : 2 points par adjectif et citation)

amazed / jealous / bored / angry / delighted / frightened

- amazed: *Tony thought it was the most beautiful map he had ever seen. (l.20-21)*

- jealous: *Tony envied the other students. (l.8)*

- delighted: *relishing every minute he was there. (l.12)*

VI. What does Tony do when the lunch period arrives? (4 points)

He doesn't go to have lunch and stays in the classroom instead. Even if he is hungry, he enjoys himself and spends his time creating other artistic pictures, and reading history textbooks.

doesn't go to have lunch = 1

stays in class /enjoys himself = 1

creates artistic pictures = 1

reads history books = 1

Document B

VII. What is the main subject of this article? Choose the correct answer and justify with a quote. (2 points)

- a) the advantages of connecting schoolchildren with nature outdoors.
- b) the advantages of exploring nature during summertime.
- c) the advantages of studying nature and science inside the classroom.

Quote: *But schools are realizing that connecting with nature has benefits all year long.* (ll. 1-2)

Ou: *Just a walk through an urban park, he says, can help kids' performance in school.* (l.5)

Ne donner les deux points que si la réponse est justifiée par la bonne citation.

VIII. "Amid all the focus on technology, we've been missing something quite elemental" (l.3). Choose the correct meaning of the sentence: (1 point)

- a) technology must remain essential in schools.
- b) technology has taken too much importance in schools.
- c) technology in school is always beneficial for schoolchildren.

IX. Find two quotes that show the influence of nature on schoolchildren's attitude. (2 points)

- *the troublemaker in class is the very one that turns out to have leadership qualities in the woods* (l.7-8)
- *There is something about natural environments that is really stress-reducing* (l.12)
- *There's a sense of calm and a sense of being unplugged.* (l.23)

X. Find two examples in the text that show how schoolchildren can discover nature. (2 points)

- *just 10 minutes a day in a neighborhood park (ou) a walk through an urban park.*
- *planting a pollinator garden.*

XI. "There's a sense of calm and a sense of being unplugged." (l.23) Explain the sentence in your own words and illustrate with elements from the text. (40 words) (6 points)

When children are out of the classroom and close to nature, their behaviour changes. They become "careful observers of the natural world" (l.22-23) and even troublemakers can become leaders (l.7). Being close to nature brings peace and quiet so they forget about the environment of the classroom and the stress of school disappears.

2 références au texte : 2 points (par exemple "careful observers" ou référence à "troublemaker")

being close to nature: 1 point

less stress, more peace and quiet: 2 points

forget about the classroom: 1

Documents A et B

XII. Describe and contrast the visions of progress in children's education presented in each document. (50 words) (6 points)

The two texts focus on children and learning, and they seem to offer two different visions of what is best for schoolchildren. The first text shows how the progress in technology could help children feel good in the classroom but also make them interested and creative. On the other hand, the other text suggests that children need less technology in school and that making them connected to nature represents a new solution for their education.

Opposition technology / nature: 2

interested and creative through technology: 2

less technology, more nature: 2

EXPRESSION ÉCRITE (10 points)

Les candidats des séries ES-S traitent la question I OU la question II.

Choose ONE of the following subjects:

- I. After his school day, Tony speaks with his mother about his experience in this classroom. Write the dialogue. (200 words)

- II. You are a student in charge of organizing a project to make your classmates more conscious of their natural environment. Write a speech in which you explain your specific project and present your arguments to convince your class. (200 words)

CALCUL DE LA NOTE FINALE

TABLEAU RECAPITULATIF DES NOTES			
COMPRÉHENSION DE L'ÉCRIT			
Questions	Barème séries ES/S	Barème série L LVO	Barème série L LVA
I	3	3	3
II	2	2	2
III	4	4	4
IV	2	3	3
V	6	6	6
VI	4	4	4
VII	2	5	
VIII	1	2	2
IX	2	1	1
X	2	2	2
XI	6	4	4
XII	6	6	6
XIII			5
XIV		8	8
Sous-total partie compréhension	$40 : 4 = \dots/10$	$50 : 5 = \dots/10$	$50 : 5 = \dots/10$
EXPRESSION ÉCRITE			
I <u>OU</u> II	20	20	
III			20
IV			20
Sous-total partie expression	$20 : 2 = \dots/10$	$20 : 2 = \dots/10$	$40 : 4 = \dots/10$
NOTE FINALE (Compréhension + Expression)	Note de la compréhension/10 + note de l'expression/10 = Note finale/20		