

BACCALAURÉAT GÉNÉRAL

Langue Vivante 1

ANGLAIS

Durée de l'épreuve : 3 heures

Séries **ES/S** – coefficient : 3

Série **L** langue vivante obligatoire (LVO) – coefficient : 4

Série **L** LVO et langue vivante approfondie (LVA) – coefficient : 8

ATTENTION

Le candidat choisira le questionnaire correspondant à sa série :

- Séries **L, ES, S** : questionnaire pages 4/7 et 5/7
- Série **L** approfondie : questionnaire pages 6/7 et 7/7

L'usage du dictionnaire et des calculatrices est interdit.

Répartition des points

Compréhension	10 points
Expression	10 points

TRAVAIL À FAIRE PAR LES CANDIDATS
DES SÉRIES L, ES et S

Toutes les réponses sont à rédiger en anglais sur votre copie.
Les tableaux sont à reproduire sur votre copie.

I. COMPREHENSION : 10 points

Text A: Lynn Barber, *An Education*

- 1) Say briefly what you know about Lynn's school and her classmates.
3 éléments exigés parmi les suivants
School: Lady Eleanor Holles / LEH, Junior school / Independent fee-paying / miles away in Hampton
Classmates: rich / wealthy background

3 x 1 point = 3 points

- 2) Pick out the stereotypical expressions used by the narrator to define both sides (Lynn and her classmates). One expression for each side.
The pauper (line 15) / The pony-owners (line 17)

2 x 1 point = 2 points

- 3) What is Lynn's strategy to fit in this school?
Lynn decides to tell the truth about her social status.

2 points

- 4) Explain how Lynn's parents made it possible for her to join the school and why.
Paid the fees for a better education so that their daughter could hope to climb up the social ladder.
Social and financial gamble to get a scholarship to the main school.

3 x 1 point = 3 points

- 5) Explain the impact this experience at LEH junior school had on Lynn...
a) ...as a teenager
She made friends.
'I liked having friends for the first time in my life'. (line 23)

2 points

- b) ...as an adult.
A less binary vision of the world
'I have always found it difficult to hate the rich, as good leftie journalists are meant to do'. (line 21)

2 points

Text B: Cathy Kelly, *Best of Friends*

1) a) Fill in the grid:

	STUDENT 1	STUDENT 2	STUDENT 3	STUDENT 4
NAME	- Jimmy	- Sian	- Saffron	- Jess
INFORMATION	- Spoke four languages - Maths genius	- Welsh - No interest in the school - Indifferent to intimidation	- Britney Spears fan	- Worked in animal refuge

0,5 point par item (11 x 0,5) = 5,5 points

b) Draw conclusions about these students' integration into the class. You may use your own words and/or quote from the text.

The students who are a bit different do not fit in the class. (1,5 points)
Only Saffron integrates because she conforms to the rules. (1 point)

1,5 points + 1 point = 2,5 points

2) Describe Jess's complex personality. You may include elements from the text.

Jess is a smart / bright student: according to Mrs Green, she's 'genuinely intelligent, thoughtful, and aware'. The reader agrees with Mrs Green because Jess asks sharp questions. (lines 9-10)

Confident

Patronizing

Likes standing apart from the group (feels better with animals than with her peers)

Eloquent (lines 25-30)

Pour obtenir le total des points, trois traits de la personnalité de Jess doivent être développés.

3 items x 2 points = 6 points

3) a) 'What does Democracy mean to you?' (Text B - lines 4-5); 'Is it a Mistake to Follow the Herd?' (Text B - lines 8-9): with this choice of essay topics, what does Mrs. Green expect her students to do?

3 éléments attendus :

To think by themselves, to defend their opinion, to reflect on their own situation as a group, to think as citizens.

3 x 1 point = 3 points

b) 'Very good, Jess' (Text B - line 38). Comment on Mrs. Green's reaction.

Mrs Green congratulates her student

- because Jess gave the expected answer/ the answer she wanted to hear.

- for showing critical sense

2 x 1,5 points = 3 points

LVA seulement

- 4) What are the different forms of conformism in this class?

A lot of students in the class follow the herd. (lines 10-15)

Conforming = Refusing originality

Conforming = Following trends and fashions (like Saffron)

Conforming = pretending you are original (class)

Conforming = meeting the expectations of the institution (Mrs Green)

3 of the elements x 2 points = 6 points

Texts A and B

- 1) Compare the way Lynn and Jess deal with being different (behaviour and reactions).

Both assume their differences

Lynn uses her difference to be accepted by the dominant group whereas Jess uses it to stand out, but ultimately, to be accepted by another group: the school staff / the adults.

3 x 2 points = 6 points

LVA seulement

- 2) What forms of power do the students experience in both texts?

The power of the group against the individual/of class

The power of excluding or including

Peer pressure and influence.

The power of society

4 x 1 point = 4 points

II. EXPRESSION : 10 points

Les candidats (**hors spécialité Langue Vivante Approfondie**) traiteront **le sujet 2 et au choix**, l'un des autres sujets (**sujet 1a ou sujet 1b**) en 150 mots minimum par sujet.

- Sujet 1) Choose one of these two topics:

- Have you ever felt out of place? Talk about the circumstances and say how you managed to integrate.
- Write an article for your high school newspaper presenting a project which could motivate students to work together.

- Sujet 2) Is it a mistake to follow the herd?

Les candidats de **série L, spécialité LVA** traiteront **les deux sujets** suivants en 200 mots minimum par sujet.

Sujet 1) To become ourselves we need to interact with others. To what extent do you agree?

Sujet 2) Is it a mistake to follow the herd?

Synthèse du barème

TEXT	Questions	Points
A	1	3 x 1 point = 3 points
	2	2 x 1 point = 2 points
	3	2 points
	4	3 x 1 point = 3 points
	5 a	2 points
	5 b	2 points
B	1 a	0,5 point par item (11x 0,5) = 5,5 points
	1 b	1,5 points + 1 point = 2,5 points
	2	3 items x 2 points = 6 points
	3 a	3 x 1 point = 3 points
	3 b	2 x 1,5 points = 3 points
	4 LVA	3 of the elements x 2 points = 6 points
A + B	1	3 x 2 points = 6 points
	2 LVA	4 x 1 point = 4 points
Total LVO		40 points
Total LVA		50 points

La note de compréhension sur 40 ou 50 points est à diviser par 4 ou 5 pour obtenir une note sur 10 points. Arrondir au demi-point le plus proche ; les notes en ..,25 et ..,75 seront arrondies au demi-point supérieur.

Total compréhension : /10

Total expression :

- **séries ES, S et L hors LVA**

sujet 1 : /10

sujet 2 : /10

total : /20

A diviser par 2, puis arrondir pour obtenir une note entière ou en demi-point, les notes en ..,25 et ..,75 seront arrondies au demi-point supérieur

/10

série L LVA

sujet 1 : /10

sujet 2 : /10

total : /20

A diviser par 2, puis arrondir pour obtenir une note entière ou en demi-point, les notes en ..,25 et ..,75 seront arrondies au demi-point supérieur

/10

Total général : /10 + /10 =

/20