

CORRIGE

**Ces éléments de correction n'ont qu'une valeur indicative.
Ils ne peuvent en aucun cas engager la responsabilité des
autorités académiques, chaque jury est souverain.**

COMPRÉHENSION ET EXPRESSION

1. Give the narrator's name.

The narrator's name is Griet.

2. a) How many paintings are mentioned in the text?

Three paintings are mentioned in the text.

b) Briefly describe each painting. (30 words)

One represents a concert with a girl sitting at a harpsichord, a woman singing and a man. The other is a portrait of Griet. The third one shows Van Ruijven's wife writing a letter.

3. a) In which season of the year does the scene take place?

The scene takes place in winter.

b) In which month did the painter start the painting of the narrator?

He started the painting in December.

4. Compare the narrator and van Ruijven in their attitudes as models. (30 words)

Van Ruijven is a difficult model as he is impatient and can't sit still. Griet enjoys sitting for her master and being the center of attention, she doesn't mind holding a difficult pose.

5. Quote two elements from the text that show that the narrator is not on an equal footing with the artist.

"My master" line 9

"May I look at the painting, sir?" line 31

6. The narrator never uses contracted forms. Why not? (20 words)

Maybe she is in awe of the great master so she doesn't wish to sound too familiar. Besides, it was the XVIIth century.

7. "...he had me move my head again and again..." line 16. What does the form used here show about the relationship between the narrator and the painter? (20 words)

It shows Vermeer's power over his model. She was willing to do whatever took his fancy even if the poses were uncomfortable.

8. What shows that their relationship is not simply that of a painter and his model? Quote the text to support your answer. (30 words)

"He was not like a painter, but like a man, and it was hard to look at him" lines 26-27. The sentence conveys her emotion while the man she loves is looking at her.

9. "...its days of ice and sun..." lines 19-20.

a) What effect is produced here? (20 words)

The effect is one of a sharp contrast and of two opposed elements yet which exist at the same time.

b) How does this echo the moods of the narrator and the painter? (30 words)

The ice could represent the painter's mood and cold heart, and the distance between the servant and her master, while the sun represents the narrator's love for him.

10. "He was not happy, though." line 19. Explain why. (30 words)

He has been painting for two months but he's dissatisfied. He knows something is missing but cannot admit it to himself: that "point of brightness" may mean his feelings for the model.

11. Quote the text to show what Griet thinks is missing from the painting.

"that point of brightness he had used to catch the eye in other paintings" lines 49-50

12. Why do you think she refuses to tell the painter ? (30 words)

She doesn't dare interfere with the painter's work, she is a mere model. Giving him advice would be far too bold on her part.

13. a) In the description of the other painting, why does the artist choose not to paint certain objects? (30 words)

He must have wanted to focus on her face alone. Someone looking at the painting would inevitably be drawn towards her face. Objects would have distracted the spectator's attention from this.

b) What feelings for Griet are communicated through the artist's painting of Griet? (30 words)

The painter must have been obsessed with the young woman's beauty. She must have been on his mind these last months. He could not get her off his mind. He was in love with her.

14. How can you relate the title of the novel and the extract? (20 words)

The pearl earring was the "missing" element from the painting. Without it, the painting would go unfinished.

15. Answer ONE of the following questions (200 words)

a) Is art necessary to man? What needs does it fulfill in man?

b) Do you have an artistic hobby? Write about it. If not, which art would you choose and why?

TRADUCTION

Translate from line 36 to 46 "I got up.... think would ever happen."

(1) Je me levai et me plaçai derrière lui. / (2) Il ne se retourna pas mais resta assis immobile. / (3) J'entendais sa respiration, lente et régulière.

(4) Le tableau ne ressemblait à aucun des précédents / (5) et il n'y avait que moi, / (6) ma tête, mes épaules, sans tables, sans rideaux, sans fenêtres, sans houppettes, / (7) rien pour adoucir l'ensemble et distraire le regard. / (8) Il m'avait peinte les yeux grands ouverts. / (9) La lumière tombait sur mon visage / (10) mais le côté gauche était dans l'ombre. / (11) Je portais du bleu, du jaune et du marron. / (12) L'étoffe enroulée autour de ma tête, / (13) me faisait ressembler à une autre que moi-même, / (14) à la Griet d'une autre ville, / (15) et même d'un autre pays. / (16) Le fond noir donnait l'impression / (17) que j'étais très seule / (18) même si de toute évidence je regardais quelqu'un. / (19) Je semblais attendre quelque chose / (20) dont je pensais que cela n'arriverait jamais.

1. 2 points
2. 7 points (a. 2 / b. 5)
3. 4 points (a. 2 / b. 2)
4. 8 points
5. 4 points
6. 5 points
7. 5 points
8. 8 points
9. 13 points (a. 5 / b. 8)
10. 8 points
11. 2 points
12. 8 points
13. 12 points (a. 6 / b. 6)
14. 4 points
15. 50 points

CORRIGÉ

Total = 140

Version sur 60 points: 3 points par segment.

Grille évaluation EE sur 10 points

| Réalisation de l'exercice et traitement du sujet 4 points | Recevabilité linguistique 6 points | Total des points |
|--|---|------------------|
| 0,5 point | 0,5-1-1,5 points | |
| <ul style="list-style-type: none"> - présentation inacceptable - écriture illisible - consignes non respectées - hors sujet - contresens | <ul style="list-style-type: none"> - inintelligible - lexique indigent - erreurs récurrentes de grammaire élémentaire | |
| 1 – 1,5 – 2 points | 2 – 2,5 – 3 – 3,5 points | |
| <ul style="list-style-type: none"> - recopiage du support - hors sujet partiel - sujet compris mais traitement plat et superficiel - construction vague | <ul style="list-style-type: none"> - compréhension possible malgré des erreurs fréquentes - lexique limité - syntaxe peu élaborée | |
| 2,5 – 3 – 3,5 points | 4 – 4,5 - 5 points | |
| <ul style="list-style-type: none"> - existence d'une problématique - effort de construction | <ul style="list-style-type: none"> - erreurs occasionnelles - vocabulaire adapté - syntaxe adéquate | |
| 4 points | 5,5 - 6 points | |
| <ul style="list-style-type: none"> - enchaînement des idées - développement organisé - références culturelles - conviction, humour | <ul style="list-style-type: none"> - erreurs rares - vocabulaire riche - syntaxe élaborée - capacité à nuancer | |

Dans un esprit d'évaluation positive, on n'hésitera pas à bonifier – en seconde lecture et selon une échelle de 0,5 à 1,5 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.