

Ne pas sanctionner les candidats qui ne font pas figurer les guillemets, ou ne mentionnent pas les numéros de lignes.
 Les éléments en gras constituent le minimum exigible.

COMPRÉHENSION SUR 20 POINTS, TOTAL DES POINTS DIVISÉ PAR 2 = NOTE SUR 10

I. COMPREHENSION

| Document 1: <i>The Story of Beth Brooke</i> | | Pts par réponse |
|---|--|--|
| Total des points par exercice | Réponses attendues | |
| A. 2 POINTS | 1) 'I' refers to <i>Jenna Goudreau / the author / the journalist / the writer</i> 2) 'They' refers to <i>women</i> 3) 'She' refers to <i>Beth Brooke</i> 4) 'they' refers to <i>the women who really go for it</i> accepter <i>the women</i> | 0,5 pt 0,5 pt 0,5 pt 0,5 pt 0,5 pt |
| B. 2.5 POINTS | 1) will (1.4) ou determination (1.4) 2) have the desire (1.5) 3) made up her mind (1.16) ou made a promise to herself (1.9) 4) didn't quit (1.17) 5) courageous (1.21) ou fearless (1.24) | 0,5 pt 0,5 pt 0,5 pt 0,5 pt 0,5 pt |
| C. 3 POINTS | 1) RIGHT : ll. 7-8-9: " When she was 13, she was diagnosed with a degenerative hip disease and was told by doctors she may never walk again. " 2) WRONG : ll.9-10: 'she made a promise to herself: that she would walk again - no, she would run' OU l.12 " Not only did she walk, she went on to play several varsity sports " 3) RIGHT : ll.12-13: " earned multiple MVP awards " OU ll.13-14: " In college, she played Division I basketball. " | 1 pt 1 pt 1 pt |
| Total exercices document 1 | | 7.5 pts |

| Document 2 : <i>Secrets from the Vinyl Café</i> | | |
|---|---|---|
| D. 1 POINT | ll. 5-6: " Carl was to be the first of his family to go to university , the first to have the privilege of an education." | 1 pt |
| E. 2.5 POINTS (pour les 5 | 1) Everybody but his English teacher thought Carl would never go to university. 2) Carl was interested in studying philosophy. | 0,5 pt par réponse si les 5 réponses sont classées |

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| réponses classées dans l'ordre) | 3) Carl's father didn't agree with Carl's first choice. 4) Carl eventually went to university and he liked it. 5) Carl stopped asking himself questions. | dans l'ordre. |
| F. 2 POINTS | 1) Carl was influenced by his teacher. 2) Carl was influenced by his parents. | 1 pt 1 pt |
| Total exercices document 2 | | 5.5 pts |

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| Documents 1 and 2 | | |
| G. 6 POINTS (3 X 2 pts : 2 citations à exiger à chaque fois) | 1) Beth and Carl both had a project. Document 1 : ll.10-11: “ She hoped to become one of the best athletes the world had seen ” Document 2 : ll.15-16: “This is what he wanted to do. He wanted to read great books of literature; he wanted to expose himself to the thoughts of writers and philosophers” OU ll.16-17: “ he wanted time to think , to wrestle with the questions that had been plaguing him.” | 1 pt par citation X 2 |
| | 3) Beth showed self-confidence and fighting spirit whereas Carl was indecisive. Document 1 : ll.9-10: “She would walk again-no, she would run” OU ll.16-17: “She made up her mind and didn't quit.” Document 2 : l.7: “Carl found himself adrift in uncertainties” OU l.8: “ He didn't know what he wanted from life” OU ll.8-9: “ He didn't know what school he should go to or what he wanted to learn” | 1 pt par citation X 2 |
| H. 1 POINT | 2) Beth and Carl both made satisfactory choices in their careers. Document 1 : ll.15-16: “ And today she is a global vice chair of Ernst & Young , one of the biggest accounting firms in the world.” Document 2 : l.27: “Carl enrolled in engineering – civil engineering. The workload was very heavy, but he enjoyed it. ” | 1 pt |
| Total exercices documents 1 et 2 | | 7 pts |

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| Total général | 20 points à diviser par 2 pour obtenir une note sur 10 |
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ÉVALUATION DE L'EXPRESSION ÉCRITE AU BACCALAUREAT GT – ANGLAIS LV2 et LV1

| CRITÈRES / DEGRÉS ET POINTS ATTRIBUÉS | COHÉRENCE DANS LA CONSTRUCTION DU DISCOURS | | CORRECTION DE LA LANGUE | RICHESSSE DE LA LANGUE |
|---------------------------------------|--|---|--|---|
| | LV2 | LV1 | | |
| 5 pts | - cohérence immédiatement perceptible - effort de construction, habile et non artificielle. | - point de vue clair, discours naturellement étayé par des éléments pertinents | - bonne maîtrise des structures simples et courantes, - MEME SI des erreurs sur les structures complexes qui ne conduisent à aucun malentendu | - gamme suffisamment large de mots et expressions pour varier les formulations, - MEME SI quelques lacunes ou confusions. |
| 4 pts | - intelligible et suffisamment développée , - MÊME SI sans originalité et/ou absence de connaissances culturelles. | - présence d'enchaînements chronologiques et/ou logiques - MEME SI parfois maladroits. | - assez bonne maîtrise des structures simples et courantes, - MEME SI quelques erreurs sur les structures simples qui ne gênent pas la compréhension. | - gamme suffisante de mots et expressions pour pouvoir développer, - MEME SI utilisation fréquente de périphrases, de répétitions ou de mots incorrects. |
| 3 pts | | | - production immédiatement compréhensible, - MEME SI fréquence des erreurs sur des structures simples ou courantes. | - mots et structures pour la plupart adaptés à l'intention de communication, - MAIS limités, ce qui réduit les possibilités de développement. |
| 2 pts | - correspond à un début de traitement de toutes les tâches - MAIS développements, dans l'un ou l'autre cas, trop limités ou très maladroits (lecture qui requiert un effort). | - simple liste de points, - MAIS l'ensemble reste intelligible. | - point de vue perceptible, - MEME SI l'agencement du discours relève davantage de la juxtaposition que de la logique | - vocabulaire pauvre, nombre important de périphrases, incorrections, répétitions, - MEME SI le discours reste intelligible. |
| 0 pt | - partielle (une tâche non traitée) ou pas de véritable tentative de réponse | - cohérence difficile à percevoir - production confuse. | - point de vue difficile à percevoir - pas de cohérence | - vocabulaire très pauvre - discours pratiquement inintelligible. |
| Points obtenus | / 5 points | | / 5 points | |
| | / 5 points | | / 5 points | |
| | TOTAL : / 20 | | | |