

# CORRIGE

## I. COMPREHENSION ECRITE (10 points)

### DOCUMENT A

Bob Dylan (born 1941) is an American singer – song writer, author, and artist whose most celebrated work (in popular music) dates from the 1960s.

1. a. What was his reaction when he was awarded the Nobel Prize for literature? Quote two elements from the text.

**He was extremely surprised: “stunned” (accepter “surprised” l.1), even incredulous: “the same odds as standing on the moon”. (ll. 8-9)**

**4 pts (1 pt x 2 + 1 pt/ citation) (ES-LVO)**

**2 pts (0,5 pt x 2 + 0,5pt/ citation) (LVA)**

b. What was the reaction of some critics? Why?

**This prize stirred controversy among critics, some of them arguing that Dylan’s songs were not literature.**

**2 pts**

2. a. In Dylan’s view, what might have been Shakespeare’s main concerns when he was writing *Hamlet*?

**He might have thought about practical issues, among which:**

- what actors to choose
- how to direct them on stage
- where to set the play
- where to get the money for the shows
- how to organize them

**2 éléments attendus sur 5 possibles**

**3 pts (1 pt + 1 pt/élément)**

b. How do these concerns echo Dylan’s own preoccupations as an artist?

**Dylan is mainly concerned about the material, pragmatic aspects of the songwriting and recording, and he feels these questions are similar to the issues that Shakespeare would have had to tackle.**

**4 pts**

c. Explain why he chooses to mention Shakespeare.

**Because William Shakespeare is recognized as an icon of literature: he is the archetype of the great writer.**

**2 pts**

3. How, according to Dylan, will this Nobel Prize change the way his work is considered? Does he seem to care? Why or why not?

**According to Dylan, thanks to this prize, his work will now be officially considered as literature. Even if he claims that he never dreamed about this possibility, he talks about a “wonderful answer” to this question and appears grateful and extremely proud of joining the writers he admires on the list of Nobel Prize winners.**

**6 pts**

**DOCUMENT B**

4. What jobs did Margaret Atwood consider when she was growing up? Why? And why did she change her mind? Copy the chart below and fill it with relevant elements from the text.

dream job	age	motivation	why she changed her mind
painter	10	“fond of drawing” (l. 2)	“a few unsatisfactory encounters with an oil-painting set” (l. 5)
fashion designer	10	“fond of drawing sophisticated women” (l. 2)	“some complex adventures with a sewing machine” (l. 5-6)
botanist/scientist	16	“like my older brother” (l. 7) / “plants were silent and easy to observe” (l. 9-10) / “did not bleed when you cut them up” (l. 10) Accepter une des trois justifications	X

**6 pts (2 pts/ligne)**

5. a. Quote the text to show that she became a writer by accident.

**“I don’t know why that happened” (l. 13)  
accepter “I suddenly morphed into a writer” (l. 12)**

**1 pt**

b. What are the similarities between her first ambitions and her job as a writer?

**She says novel writing requires qualities of observation and imagination: writers have to observe the world and try to make sense of what is going on, and have enough imagination to fill in the blanks and create characters and plots. Those same qualities are also needed in art and fashion design.**

**6 pts = 3 x 2 pts**

6. In the last paragraph, she claims that stories are powerful. Explain what she means. (maximum 40 words)

**On the one hand, stories can have positive aspects: they can promote understanding and empathy among people; however, they also have a darker side, and influence people for the worst. They can also have consequences that the writer did not expect. They have a power which is impossible to control.**

3 aspects (positif/négatif/inattendu) pour la totalité des points

**6 pts = 3 x 2 pts**

<b>Seuls les candidats de la série L LVA (Langue Vivante Approfondie) traitent la question 7.</b>
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7. Use the last two paragraphs to show that Atwood sees stories as a means to explore and reveal the complexities of human behavior and human societies.

**Like stories, every country and every person has different identities: an ideal, positive self that they are striving for, an ordinary self for daily life, and a darker self, which they have no control over, and which comes out at times of crisis.**

**6 pts**

## **DOCUMENTS A ET B**

8. Use both texts to show that official recognition, for instance through prizes, highlights the power of artists. (+/- 50 words)

Prizes grant artists legitimacy, and enable them to speak publicly not only about their art, but also about all kinds of topics: once they receive a prize, and all the more so with the Nobel Prize, they are recognized as intellectual figures, and are perceived as acute witnesses of society and human behaviour, almost like an anthropologist or a sociologist. They also have a much larger audience than a scientist, because their work is given more publicity and is supposed to be appealing or entertaining.

**10 pts**

<p>Seuls les candidats de la série L LVA (Langue Vivante Approfondie) traitent la question 9.</p>
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9. To what extent do these documents show that Atwood and Dylan do not entirely control the perception of their works and of their image as artists?

Atwood does not perceive herself as an activist, because she is not writing to defend a cause, and yet she is often labelled as such. In the same way, Dylan is now acknowledged as a literary figure, even if he never thought of his songs as literature. Furthermore, as Atwood says, stories, as well as other texts, like Dylan's songs, can have unexpected effects: once a piece of work is made public, it can be interpreted in various ways by its readers.

**6 pts**

## II. EXPRESSION ECRITE (10 points)

*Afin de respecter l'anonymat de votre copie, vous ne devez pas signer votre composition, citer votre nom, celui d'un camarade ou celui de votre établissement.*

**Les candidats des séries ES, S, et ceux de la série L qui composent au titre de la LVO (Langue Vivante Obligatoire) traitent le sujet 1 ET le sujet 2.**

### Sujet 1:

Your favourite artist (singer, writer, painter...) has been awarded a prize. Write an email to congratulate him or her. Make sure to explain how much his or her work matters to you and why. (+/- 100 words)

**ET**

### Sujet 2:

Document B, lines 34 and 35:

"[...] stories are powerful. They can change the way people think and feel – for better or for worse."

Do you agree with Margaret Atwood? Illustrate your point of view with examples taken from literature and other forms of fiction. (+/- 150 words)

**Les candidats de la série L qui composent au titre de la LVA (Langue Vivante Approfondie) traitent le sujet 3.**

### Sujet 3:

Document B, lines 34 and 35:

"[...] stories are powerful. They can change the way people think and feel – for better or for worse."

Do you agree with Margaret Atwood? Illustrate your point of view with examples taken from literature and other forms of fiction. (+/- 300 words)

## BAREME

I – COMPREHENSION	ES/S	L-LVO	L- LVA
1a	1 pt x 2 + 1 pt/ citation = 4 pts	1 pt x 2 + 1 pt/ citation = 4 pts	0,5 pt x 2 + 0,5pt / citation = 2 pts
1b	2 pts	2 pts	2 pts
2a	1 pt + 1 pt/élément = 3 pts	1 pt + 1 pt/élément = 3 pts	1 pt + 1 pt/élément = 3 pts
2b	4 pts	4 pts	4 pts
2c	2 pts	2 pts	2 pts
3	6 pts	6 pts	6 pts
4	2 pts/ligne = 6 pts	2 pts/ligne = 6 pts	2 pts/ligne = 6 pts
5a	1 pt	1 pt	1 pt
5b	3 x 2 = 6 pts	3 x 2 = 6 pts	3 x 2 = 6 pts
6	3 x 2 = 6 pts	3 x 2 = 6 pts	3 x 2 = 6 pts
7			6 pts
8	10 pts	10 pts	10 pts
9			6 pts
<b>TOTAL</b> (ramener la note sur 10)	<b>50 pts</b>	<b>50 pts</b>	<b>60 pts</b>
<b>Sous-total partie compréhension</b>	(.../ 5) : = .../10 Ne pas arrondir	(.../ 5) : = .../10 Ne pas arrondir	(.../ 6) : = .../10 Ne pas arrondir
<b>II - EXPRESSION</b> note/10 non arrondie			
<b>Sous-total partie expression</b>	(.../20 pts) : 2 = .../10 (ne pas arrondir)		
<b>NOTE FINALE</b>  (Compréhension + Expression)	<p style="text-align: center;">Note de la compréhension /10 + note de l'expression /10 =</p> <p style="text-align: center;"><b>Note finale /20 arrondie au demi-point près, (comme indiqué ci-dessous)</b></p> <p style="text-align: center;"><b>Les ½ points sont autorisés car cette note n'est qu'une partie de la note finale qui figurera sur le relevé de notes du candidat.</b></p>		

**Arrondir uniquement la note finale selon les règles suivantes :**

1. Si la décimale est inférieure ou égale à 0,24, arrondir au point entier inférieur

Exemples :  $12,125/20 \rightarrow 12/20$

$12,24/20 \rightarrow 12/20$

2. Si la décimale se situe entre 0,25 et 0,74 inclus, arrondir au demi-point

Exemples :  $12,25/20 \rightarrow 12,5/20$

$12,74 / 20 \rightarrow 12,5/20$

3. Si la décimale est supérieure ou égale à 0,75, arrondir au point entier supérieur

Exemples :  $12,75/20 \rightarrow 13/20$

$12,87/20 \rightarrow 13/20$

**BACCALAURÉAT 2019 - EXPRESSION ÉCRITE - GRILLE LVO ANGLAIS**

Contenu / Réalisation de la/ des tâche(s)	Cohérence de la construction du discours		Correction de la langue		Richesse de la langue						
	LV1	LV2	LV1	LV2	LV1	LV2					
<p><b>Satisfaisante</b> quant au contenu et l'intelligibilité, <b>pertinence des arguments</b>.</p> <p><b>Touche personnelle</b> et/ou référence pertinente à des notions culturelles.</p>	<b>5</b>		<p><b>Point de vue clair, discours naturellement étayé</b> par des éléments pertinents</p>	<b>5</b>	<p><b>Bonne maîtrise</b> des structures simples et courantes,</p> <p><b>MEME SI des erreurs sur les structures complexes</b> qui ne conduisent à aucun malentendu</p>	<b>5</b>	<p><b>Gamme suffisamment large de mots et expressions pour varier les formulations,</b></p> <p><b>MEME SI</b> quelques lacunes ou confusions.</p>	<b>5</b>			
<p><b>Intelligible et suffisamment développée,</b></p> <p><b>MEME SI</b> sans originalité et/ou absence de connaissances culturelles.</p>	<b>4</b>	<b>5</b>	<p><b>Effort soutenu d'articulation dans le discours</b></p> <p><b>MEME SI</b> exemples et arguments sont introduits de façon maladroite</p>	<b>4</b>	<b>5</b>	<p><b>Assez bonne maîtrise</b> des structures simples et courantes,</p> <p><b>MEME SI</b> quelques erreurs sur les structures simples qui ne gênent pas la compréhension.</p>	<b>4</b>	<b>5</b>	<p><b>Gamme suffisante de mots et expressions pour pouvoir développer,</b></p> <p><b>MEME SI</b> utilisation fréquente de périphrases, de répétitions ou de mots incorrects.</p>	<b>4</b>	<b>5</b>
						<b>3</b>	<b>4</b>	<p><b>Mots et structures pour la plupart adaptés à l'intention de communication,</b></p> <p><b>MAIS</b> limités, ce qui réduit les possibilités de développement.</p>	<b>3</b>	<b>4</b>	
<p><b>Correspond à un début de traitement de toutes les tâches</b></p> <p><b>MAIS</b> développements trop limités ou très maladroits (lecture qui requiert un effort).</p>	<b>2</b>	<b>3</b>	<p><b>Point de vue perceptible,</b></p> <p><b>MEME SI</b> l'agencement du discours relève plus de la juxtaposition que de la logique</p>	<b>2</b>	<b>3</b>	<p>Production <b>globalement compréhensible,</b></p> <p><b>MAIS</b> les erreurs se multiplient, au point de rendre la lecture peu aisée.</p>	<b>2</b>	<b>3</b>	<p><b>Vocabulaire pauvre,</b> nombre important de périphrases, incorrections, répétitions,</p> <p><b>MEME SI</b> le discours reste intelligible.</p>	<b>2</b>	<b>3</b>
<p><b>Partielle (une tâche non traitée)</b> ou pas de véritable tentative de réponse</p>	<b>0</b>	<b>1</b>	<p><b>Point de vue difficile à percevoir</b></p> <p>Pas de cohérence</p>	<b>0</b>	<b>1</b>	<p>Production <b>pratiquement inintelligible.</b></p> <p>Erreurs très nombreuses</p>	<b>0</b>	<b>1</b>	<p><b>Vocabulaire très pauvre</b></p> <p>Discours pratiquement inintelligible.</p>	<b>0</b>	<b>1</b>
<b>Exercice non réalisé</b>	<b>0</b>	<b>0</b>		<b>0</b>	<b>0</b>		<b>0</b>	<b>0</b>		<b>0</b>	<b>0</b>
<b>5 points</b>			<b>5 points</b>			<b>5 points</b>			<b>5 points</b>		



**BACCALAURÉAT 2019 - EXPRESSION ÉCRITE - GRILLE LVA ANGLAIS**

Contenu / Réalisation de la/ des tâche(s)	Cohérence de la construction du discours		Correction de la langue		Richesse de la langue						
	LV1	LV2	LV1	LV2	LV1	LV2					
<p><b>Satisfaisante</b> quant au contenu et l'intelligibilité, <b>pertinence des arguments</b>.</p> <p><b>Touche personnelle</b> et/ou référence pertinente à des notions culturelles.</p>	<b>5</b>		Discours clair, fluide, démontrant un <b>usage maîtrisé</b> des moyens de structuration et d'articulation	<b>5</b>		<p><b>Haut degré de correction. Peu d'erreurs</b></p> <p><b>Maîtrise d'un vaste répertoire</b> qui permet de s'exprimer à l'écrit sans restriction apparente</p>	<b>5</b>				
<p><b>Intelligible et suffisamment développée</b>,</p> <p><b>MEME SI</b> sans originalité et/ou absence de connaissances culturelles.</p>	<b>4</b>	<b>5</b>	<p><b>Point de vue clair, discours naturellement étayé</b> par des éléments pertinents</p>	<b>4</b>	<b>5</b>	<p><b>Bonne maîtrise</b> des structures simples et courantes,</p> <p><b>MEME SI</b> des erreurs sur les <b>structures complexes</b> qui ne conduisent à aucun malentendu.</p>	<b>4</b>	<b>5</b>	<p><b>Gamme suffisante large de mots et expressions pour varier les formulations</b>,</p> <p><b>MEME SI</b> quelques lacunes ou confusions.</p>	<b>4</b>	<b>5</b>
			<p><b>Effort soutenu d'articulation dans le discours</b></p> <p><b>MEME SI</b> exemples et arguments sont introduits de façon maladroite</p>	<b>3</b>	<b>4</b>	<p><b>Assez bonne maîtrise</b> des structures simples et courantes,</p> <p><b>MEME SI</b> quelques erreurs sur les <b>structures simples</b> qui ne gênent pas la compréhension.</p>	<b>3</b>	<b>4</b>	<p><b>Gamme suffisante de mots et expressions pour pouvoir développer</b>,</p> <p><b>MEME SI</b> utilisation fréquente de <b>périphrases, de répétitions</b> ou de mots incorrects.</p>	<b>3</b>	<b>4</b>
<p><b>Correspond à un début de traitement de toutes les tâches</b></p> <p><b>MAIS</b> développements trop limités ou très maladroits (lecture qui requiert un effort).</p>	<b>2</b>	<b>3</b>	<p><b>Point de vue perceptible</b>,</p> <p><b>MEME SI</b> l'agencement du discours relève plus de la <b>juxtaposition que de la logique</b></p>	<b>2</b>	<b>3</b>	<p><b>Production compréhensible</b></p> <p><b>MEME SI</b> fréquence des erreurs sur des <b>structures simples</b> ou courantes.</p>	<b>2</b>	<b>3</b>	<p><b>Mots et structures pour la plupart adaptés à l'intention de communication</b>,</p> <p><b>MAIS</b> limités, ce qui réduit les possibilités de développement.</p>	<b>2</b>	<b>3</b>
<p><b>Partielle (une tâche non traitée)</b> ou pas de véritable tentative de réponse</p>	<b>0</b>	<b>1</b>	<p><b>Point de vue difficile à percevoir</b></p> <p>Pas de cohérence</p>	<b>0</b>	<b>1</b>	<p><b>Production dans laquelle</b> les erreurs se multiplient, au point de rendre la lecture peu aisée.</p>	<b>0</b>	<b>1</b>	<p><b>Vocabulaire pauvre</b>, nombre important de périphrases, incorrections, répétitions,</p>	<b>0</b>	<b>1</b>
<b>Exercice non réalisé</b>	<b>0</b>	<b>0</b>		<b>0</b>	<b>0</b>		<b>0</b>	<b>0</b>		<b>0</b>	<b>0</b>
<b>5 points</b>			<b>5 points</b>			<b>5 points</b>			<b>5 points</b>		