

## PROPOSITION DE CORRIGÉ

### QUESTIONNAIRE À TRAITER PAR LES CANDIDATS LV2 Série L

#### I. COMPRÉHENSION (10 points)

*Les réponses qui ne figurent pas dans cette proposition de corrigé sont laissées à l'appréciation du correcteur.*

*Ne pas retirer de points pour les éventuelles erreurs de langue qui n'altèrent en rien le sens de la réponse donnée par le candidat.*

#### Document A

Tous les candidats de la série L traitent les questions de A à F.

- A. Copy out the following sentences. Complete each blank with one word from the text. Underline your answers.

LANGSTON and Dorothy want to RENT a FLAT together in WATSON's house (accepter FIND a PLACE)

4 x 0.5 pt = 2 pts

- B. Explain in your own words why the place that Dorothy has found seems to be the ideal place. Give 3 reasons.

- **no cockroaches / healthy / clean**
- **price, not too expensive.**
- **short distance from the university.**

3 x 1 pt = 3 pts

- C. Which adjective from the following list best describes Watson's attitude when Dorothy offers to "pay for the first month" (ll. 7-8)? Justify with a quotation.

AGGRESSIVE – CURIOUS – GENEROUS – DISTRUSTFUL – ENTHUSIASTIC

**distrustful: "I don't usually like to rent until I've met both tenants" (l. 10).**

- Aucun point si pas de justification
- Aucun point si la justification contredit le choix
- 1 pt si la justification est impropre mais ne contredit pas le choix

1pt + 1 pt = 2 pts

- D. Say whether the following statements are **True** or **False**. Justify your choice with a quotation.

1. Dorothy is alone when she first meets Mr. Watson.

**True: "I don't usually like to rent until I have met both tenants," Watson said (l.10)**

2. Watson and Dorothy initially manage to reach an agreement.

**True: "All right, then. Tomorrow at seven in the evening?" (l. 16; plus largement ll. 13-16)**

- Aucun point si pas de justification
- Aucun point si la justification contredit le choix
- 1 pt si la justification est impropre mais ne contredit pas le choix

**(1pt+1pt) + (1pt+1pt) = 4 pts**

E. (l. 23) “*not a good sign*”. Explain Langston’s reaction.

**The owner has not held the flat as promised / they may not get the flat / he understands that there is a problem/something is wrong**

**LVO = 2 pts    LVA = 3 pts**

F. 1. Which adjective from the following list best describes Watson’s reaction when he opens the door? Justify with a quotation.

**SURPRISED. (l. 27) “Langston watched the man open his mouth, close it, stop, pause.”**

- Aucun point si pas de justification
- Aucun point si la justification contredit le choix
- 1 pt si la justification est impropre mais ne contredit pas le choix

**1pt +1pt = 2 pts**

2. How can you account for this reaction? Answer in a few words.

**He did not expect a mixed couple / he didn’t expect Langston to be black**

**4 pts**

3. Say if the couple can finally move into the flat. Justify your answer with a quotation from the text.

No. = 1 pt

**(l. 32) “I have made other arrangements.” = 2 pts**

**1+2 = 3 pts**

**Seuls les candidats de la série L qui ne composent pas au titre de la LVA (Langue vivante approfondie) traitent la question G.**

G. Explain in a few words why “*people looked at them every day*” (l. 28).

- **they are a mixed couple**
- **at that time people weren’t used to seeing mixed couples**

**2pts + 2pts = 4pts**

Seuls les candidats de la série L composant au titre de la LVA (Langue vivante approfondie) traitent la question H.

H. (l. 31): Explain in your own words why Watson is "... looking only at Dorothy".

he is racist and even if Dorothy is a woman he prefers speaking to her rather than to a black person / he may be ill at ease / uncomfortable speaking to a black person / he may be ill at ease / uncomfortable because he is refusing the room because of the colour of Langston's skin / he has already met her / he does not know him / she has not introduced Langston.

6 pts

### Document B

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

I. Who is the narrator (origin, nationality, place of birth)?

**Origin: West Indian / Caribbean**

**Nationality: Canadian**

**Born in Canada**

3 pts

J. In your own words, give two reasons why the narrator's parents came to Canada.  
**studies, job opportunities**

(1pt + 1pt) = 2 pts

K. Say whether the following statements are **True** or **False**. Justify your choice with one quotation.

1. Education makes it easier for Caribbean immigrants to feel Canadian.

**False: "Whether they began in Canada as university students or domestics, their identity as people from the Caribbean remained completely intact". (ll. 5-6)**

2. Second generation immigrants feel as strongly Caribbean as their parents.

**True: "The influence was so strong that my generation exclusively referenced our parents' birthplace as our own". (ll. 6-7)**

3. Second generation immigrants are proud of their Canadian roots.

**False: "There was no anchor here" (l. 10) OU "We Canadian-born blacks were not established" (ll. 11-12) OU "We had no reason to feel pride" (l. 12)**

- *Aucun point si pas de justification*

- *Aucun point si la justification contredit le choix*

- *LVA= 1 pt si la justification est impropre mais ne contredit pas le choix*

- *LVO= 0,5 pt si la justification est impropre mais ne contredit pas le choix*

**LVO = (1 pt + 1 pt + 1 pt) = 3 pts    LVA = (2pts + 2pts + 2pts) = 6 pts**

L. (ll. 14-15): “*He told me that he really liked Canadians because he had met two who treated him as though he were white*”. Explain in your own words why the black American bus driver appreciates Canadian people.

**In Canada: no difference of status between Black and White people. Black and White people are on an equal footing.**

**(2pts + 2pts) = 4 pts**

M. Copy out the correct answer. Justify your answer with one element from the text.

Second generation immigrants in Canada:

1. feel more Canadian than Caribbean.
2. feel they don't really belong anywhere.
3. want to emigrate to the United States of America.
4. want to return to the Caribbean Islands.

**Feel they don't really belong anywhere. (ll. 11-12) “*We Canadian-born blacks were not established*”**

**2pts + 2 pts = 4 pts**

**Seuls les candidats de la série L composant au titre de la LVA (Langue vivante approfondie) traitent la question N.**

N. (ll.19-20) “*Perhaps my generation's parents knew what they were doing when they insisted on raising us as West Indians first, rather than Canadians.*” Explain the parents' intentions in your own words.

**The narrator realizes the parents might have been aware that it is important to be proud of one's roots / To the narrator being proud of one's roots is important / the narrator understands the parents' choice to educate their child as a Caribbean / Bonus: Perhaps, the parents knew that the way the melting pot was shown through the media did not really exist. (2 points)**

**4 pts**

**Documents A et B**

**Tous les candidats traitent la question O.**

O. Compare and contrast the attitudes of white Canadians as described in document A with the attitude of the two white Canadians mentioned by the bus driver in document B.

- **Document A: Watson is prejudiced / racist / People in the street stare / No legal discrimination in Canada but discrimination and racism anyway / segregation not legally enforced (difficulty to find a flat, mixed couples stand out, etc.) / Dorothy = hope / not racist / social progress**

- **Document B: The two white Canadians don't discriminate against black people, their attitude is similar to Dorothy's in document A. As the bus driver is used to being discriminated against in the US, he believes that all white Canadians are not racist and put black and white people on an equal footing.**

**4 pts+ 4 pts = 8 pts**

## **II – EXPRESSION (10 points)**

**Seuls les candidats de la série L qui ne composent pas au titre de la LVA (Langue vivante approfondie) traitent le sujet suivant :**

1. Write Langston's and Dorothy's conversation with Watson after he tells them "*I have made other arrangements*" (document A, l. 32). (250 words, +/- 10%)

**Seuls les candidats de la série L composant au titre de la LVA (Langue vivante approfondie) traitent obligatoirement les deux sujets suivants :**

1. Write Langston's and Dorothy's conversation with Watson after he tells them "*I have made other arrangements*" (document A, l. 32). (150 words, +/- 10%)

**ET**

2. Langston writes an article to the Toronto Labour Committee for Human Rights to inform them about what happened to him and Dorothy, and to make suggestions to change things. (150 words, +/- 10%)

**QUESTIONNAIRE À TRAITER PAR LES CANDIDATS**  
**LV2 Séries ES - S**

**I. COMPRÉHENSION (10 points)**

*Les réponses qui ne figurent pas dans cette proposition de corrigé sont laissées à l'appréciation du correcteur.*

*Ne pas retirer de points pour les éventuelles erreurs de langue qui n'altèrent en rien le sens de la réponse donnée par le candidat.*

Tous les candidats des séries ES et S traitent toutes les questions.

**Document A**

- A. Copy out the following sentences. Complete each blank with one word from the text. Underline your answers.

LANGSTON and Dorothy want to RENT a FLAT together in WATSON's house (accepter FIND a PLACE)

4 x 0.5 pt = 2 pts

- B. Explain in your own words why the place that Dorothy has found seems to be the ideal place. Give 3 reasons.

- **no cockroaches / healthy / clean**
- **price, not too expensive.**
- **short distance from the university.**

3 x 1 pt = 3 pts

- C. Which adjective from the following list best describes Watson's attitude when Dorothy offers to "pay for the first month" (ll. 7-8)? Justify with a quotation.

AGGRESSIVE – CURIOUS – GENEROUS – DISTRUSTFUL – ENTHUSIASTIC

**distrustful: "I don't usually like to rent until I've met both tenants" (l. 10).**

- Aucun point si pas de justification
- Aucun point si la justification contredit le choix
- 1 pt si la justification est impropre mais ne contredit pas le choix

1pt + 1 pt = 2 pts

- D. Say whether the following statements are **True** or **False**. Justify your choice with a quotation.

1. Dorothy is alone when she first meets Mr. Watson.

**True: "I don't usually like to rent until I have met both tenants," Watson said (l.10)**

2. Watson and Dorothy initially manage to reach an agreement.

**True: "All right, then. Tomorrow at seven in the evening?" (l. 16; plus largement ll. 13-16)**

- Aucun point si pas de justification
- Aucun point si la justification contredit le choix
- 1 pt si la justification est impropre mais ne contredit pas le choix

(1pt+1pt) + (1pt+1pt) = 4 pts

E. (l. 23) “*not a good sign*”. Explain Langston’s reaction.

**The owner has not held the flat as promised / they may not get the flat / he understands that there is a problem/something is wrong**

3 pts

F. 1. Which adjective from the following list best describes Watson’s reaction when he opens the door? Justify with a quotation.

**SURPRISED. (l. 27) “*Langston watched the man open his mouth, close it, stop, pause.*”**

- Aucun point si pas de justification
- Aucun point si la justification contredit le choix
- 1 pt si la justification est impropre mais ne contredit pas le choix

1pt +1pt = 2 pts

2. How can you account for this reaction? Answer in a few words.

**He did not expect a mixed couple / he didn’t expect Langston to be black**

4 pts

3. Say if the couple can finally move into the flat. Justify your answer with a quotation from the text.

No. = 1 pt

**(l. 32) “*I have made other arrangements.*” = 2 pts**

1+2 = 3 pts

### Document B

G. Who is the narrator (origin, nationality, place of birth)?

**Origin: West Indian / Caribbean**

**Nationality: Canadian**

**Born in Canada**

3 pts

H. In your own words, give two reasons why the narrator’s parents came to Canada.  
**studies, job opportunities**

(2pts + 2pts) = 4 pts

I. Say whether the following statements are **True** or **False**. Justify your choice with one quotation.

1. Education makes it easier for Caribbean immigrants to feel Canadian.

**False: “*Whether they began in Canada as university students or domestics, their identity as people from the Caribbean remained completely intact*”. (ll. 5-6)**

2. Second generation immigrants feel as strongly Caribbean as their parents.  
**True:** *“The influence was so strong that my generation exclusively referenced our parents’ birthplace as our own”*. (ll. 6-7)
3. Second generation immigrants are proud of their Canadian roots.  
**False:** *“There was no anchor here”* (l. 10) **OU** *“We Canadian-born blacks were not established”* (ll. 11-12) **OU** *“We had no reason to feel pride”* (l. 12)
  - *Aucun point si pas de justification*
  - *Aucun point si la justification contredit le choix*
  - *LVA= 1 pt si la justification est impropre mais ne contredit pas le choix*
  - *LVO= 0,5 pt si la justification est impropre mais ne contredit pas le choix*

**2pts + 2pts + 2pts = 6 pts**

**J.** (ll. 14-15): *“He told me that he really liked Canadians because he had met two who treated him as though he were white”*. Explain in your own words why the black American bus driver appreciates Canadian people.

**In Canada: no difference of status between Black and White people. Black and White people are on an equal footing.**

**4 pts**

- K.** Copy out the correct answer. Justify your answer with one element from the text.  
Second generation immigrants in Canada:
1. feel more Canadian than Caribbean.
  2. feel they don’t really belong anywhere.
  3. want to emigrate to the United States of America.
  4. want to return to the Caribbean Islands.

**Feel they don’t really belong anywhere. (ll. 11-12) “We Canadian-born blacks were not established”**

**2pts**

### **Documents A et B**

- L.** Compare and contrast the attitudes of white Canadians as described in document A with the attitude of the two white Canadians mentioned by the bus driver in document B.
- **Document A: Watson is prejudiced / racist / People in the street stare / No legal discrimination in Canada but discrimination and racism anyway / segregation not legally enforced (difficulty to find a flat, mixed couples stand out, etc.) / Dorothy = hope / not racist / social progress**
  - **Document B: The two white Canadians don’t discriminate against black people, their attitude is similar to Dorothy’s in document A. As the bus driver is used to being discriminated against in the US, he believes that all white Canadians are not racist and put black and white people on an equal footing.**

**4 pts+ 4 pts = 8 pts**



## **II – EXPRESSION (10 points)**

Tous les candidats des séries ES et S traitent l'un des deux sujets suivants.

1. Write Langston's and Dorothy's conversation with Watson after he tells them "*I have made other arrangements*" (document A, l. 32). (150 words, +/- 10%).

**OU**

2. Langston writes an article to the Toronto Labour Committee for Human Rights to inform them about what happened to him and Dorothy, and to make suggestions to change things. (150 words, +/- 10%)

CORRIGÉ

## CALCUL DE LA NOTE FINALE

TABLEAU RÉCAPITULATIF DES NOTES			
I – COMPRÉHENSION note /10 non arrondie			
Questions	BARÈME Série L LVO	BARÈME Série L LVA	BARÈME Séries ES / S
<b>A.</b>	2 pts	2 pts	2 pts
<b>B.</b>	3 pts	3 pts	3 pts
<b>C.</b>	2 pts	2 pts	2 pts
<b>D.</b>	4 pts	4 pts	4 pts
<b>E.</b>	2 pts	3 pts	3 pts
<b>F. 1</b>	2 pts	2 pts	2 pts
<b>F. 2</b>	4 pts	4 pts	4 pts
<b>F. 3</b>	3 pts	3 pts	3 pts
<b>G.</b>	4 pts		3 pts
<b>H.</b>		6 pts	4 pts
<b>I.</b>	3 pts	3 pts	6 pts
<b>J.</b>	2 pts	2 pts	4 pts
<b>K.</b>	3 pts	6 pts	2 pts
<b>L.</b>	4 pts	4 pts	8 pts
<b>M.</b>	4 pts	4 pts	
<b>N.</b>		4 pts	
<b>O.</b>	8 pts	8 pts	
Sous-total partie compréhension	(... / 50 pts) : 5 = ... / 10 <b>Ne pas arrondir</b>	(... / 60 pts) : 6 = ... / 10 <b>Ne pas arrondir</b>	(... / 50 pts) : 5 = ... <b>Ne pas arrondir</b>
II – EXPRESSION note /10 non arrondie			
Sous-total partie expression	(... / 20 pts) : 2 = ... / 10 <b>Ne pas arrondir</b>	(... / 20 pts) : 2 = ... / 10 <b>Ne pas arrondir</b>	
<b>NOTE FINALE</b> (Compréhension + Expression)	Note de la compréhension /10 + note de l'expression /10 = <b>Note finale /20 arrondie au demi-point près,</b> (comme indiqué ci-dessous)  <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>		

**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    → 12/20  
                              12,24/20    → 12/20
2. Si la décimale se situe entre 0,25 et 0,74 inclus, arrondir au demi-point  
Exemples :            12,25/20    → 12,5/20  
                              12,74/20    → 12,5/20
3. Si la décimale est supérieure ou égale à 0,75, arrondir au point entier supérieur  
Exemples :            12,75/20    → 13/20  
                              12,87/10    → 13/20

**BACCALAURÉAT 2015 - EXPRESSION ÉCRITE - GRILLE LVA ANGLAIS**

Contenu / Réalisation de la/des tâche(s)	LV1	LV2	Coherence de la construction du discours	LV1	LV2	Correction de la langue	LV1	LV2	Richesse de la langue	LV1	LV2
<b>Satisfaisante</b> quant au contenu et l'intelligibilité,	<b>5</b>		Discours clair, fluide, démontrant un <b>usage maîtrisé</b> des moyens de structuration et d'articulation	<b>5</b>		<b>Haut degré de correction. Peu d'erreurs</b>	<b>5</b>		<b>Maîtrise d'un vaste répertoire</b> qui permet de s'exprimer à l'écrit sans restriction apparente	<b>5</b>	
<b>Touche personnelle</b> et/ou référence pertinente à des notions culturelles.											
<b>Intelligible et suffisamment développée,</b>	<b>4</b>	<b>5</b>	<b>Point de vue clair, discours naturellement étayé</b> par des éléments pertinents	<b>4</b>	<b>5</b>	<b>Bonne maîtrise</b> des structures simples et courantes, <b>MEME SI</b> des erreurs sur les structures complexes qui ne conduisent à aucun malentendu.	<b>4</b>	<b>5</b>	<b>Gamme suffisante large de mots et expressions pour varier les formulations,</b> <b>MEME SI</b> quelques lacunes ou confusions.	<b>4</b>	<b>5</b>
<b>MEME SI</b> sans originalité et/ou absence de connaissances culturelles.											
			<b>Effort soutenu d'articulation dans le discours</b>	<b>3</b>	<b>4</b>	<b>Assez bonne maîtrise</b> des structures simples et courantes, <b>MEME SI</b> quelques erreurs sur les structures simples qui ne gênent pas la compréhension.	<b>3</b>	<b>4</b>	<b>Gamme suffisante de mots et expressions pour pouvoir développer,</b> <b>MEME SI</b> utilisation fréquente de périphrases, de répétitions ou de mots incorrects.	<b>3</b>	<b>4</b>
<b>Correspond à un début de traitement de toutes les tâches</b>	<b>2</b>	<b>3</b>	<b>Point de vue perceptible,</b> <b>MEME SI</b> l'agencement du discours relève plus de la juxtaposition que de la logique	<b>2</b>	<b>3</b>	Production <b>compréhensible</b> <b>MEME SI</b> fréquence des erreurs sur des structures simples ou courantes.	<b>2</b>	<b>3</b>	<b>Mots et structures pour la plupart adaptés à l'intention de communication,</b> <b>MAIS</b> limités, ce qui réduit les possibilités de développement.	<b>2</b>	<b>3</b>
<b>MAIS</b> développements trop limités ou très maladroits (lecture qui requiert un effort).											
<b>Partielle (une tâche non traitée)</b> ou pas de véritable tentative de réponse	<b>0</b>	<b>1</b>	<b>Point de vue difficile à percevoir</b> Pas de cohérence	<b>0</b>	<b>1</b>	<b>Production dans laquelle</b> les erreurs se multiplient, au point de rendre la lecture peu aisée.	<b>0</b>	<b>1</b>	<b>Vocabulaire pauvre,</b> nombre important de périphrases, incorrections, répétitions,	<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 2015 - EXPRESSION ÉCRITE - GRILLE LVA ANGLAIS**

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