

# CORRIGE

## QUESTIONNAIRE A TRAITER PAR LES CANDIDATS LV2 SERIE L

### I. COMPREHENSION ECRITE (10 points)

#### DOCUMENT A

1. a. Show that the text draws a stereotyped picture of the American West. Quote four elements.

The stereotype of the American West consists in vast open spaces, a potentially hostile land where the rules of the East don't apply. Its iconic character is the cowboy, a free, independent individual, and sheriffs and outlaws are also part of the folklore.

4x0,5pt = 2 pts

b. What role do women play in that representation? Justify with a quote.

In that stereotype, women are mostly absent or have secondary roles. The archetypal West is essentially a man's world. "cowboys, outlaws, sheriffs" (I. 2) ou "domestic work" (I. 25).

1 pt

c. Moving beyond the stereotype, use the text to show that there were other roles for women.

-Women could also be authors and write stories about their life in the West. "The West gave women special opportunities as authors" (I. 11)

-Women could be opinion shapers, cast themselves as nation-builders. (II. 24- 28)

2x1pt = 2 pts

2. a. Where did women writers living in the West get inspiration from?

They got inspiration from their daily lives and their environment, whether rural or urban space.

2x0,5pt = 1 pt

b. How did readers react to what they wrote? Find two elements and justify each element with a quote.

Readers were enthusiastic: the descriptions of the West that these women gave earned them “popular acclaim” (l. 14), the exoticism of life on the Frontier gave their readers the opportunity to imagine and dream about parts of the country which they did not know and tended to idealize, especially in relation to the wilderness. The letter of thanks that is mentioned in the article is quite revealing: the elderly woman said “she had only to shut her eyes to see it all, to smell the pines and the sage” (ll. 21-22).

4 pts

3. According to Jane Simonsen, what was the role that some women took on in the conquest of the West? Justify with two elements.

Some women appeared to see themselves as bringing order and civilization to a violent and chaotic way of life. The family home was considered as the antithesis of the independent lifestyle that prevailed in the West (cowboys), and Jane Simonsen writes that they focused on domestic work in an attempt to civilize (as they saw it) an untamed part of the country, and therefore to participate in the development of the nation.

3 pts

## DOCUMENT B

4. Find two elements which show that Caroline Lockhart was famous.

She wrote novels which were adapted for the cinema, and she is mentioned as a “celebrity journalist” (l. 4).

2 pts

5. Explain in your own words why she was controversial in her hometown.

People had mixed feelings about her: some considered her attractive, while others frowned upon her unconventional behaviour: she had multiple relationships and drank alcohol, an attitude which went against the conservative values of the West and of the community.

3 pts

6. a. Explain in your own words how the American West was changing in the early 20<sup>th</sup> century.

The West was modernizing thanks to the development of trains, of electricity, of the telephone. It was more and more connected to the rest of the country.

4 pts

b. How did this conflict with what Caroline Lockhart liked about the West?

Lockhart had a romantic vision of the West, which revolved around open spaces, ranching and horses. This ideal was threatened by modernity, as more and more people would settle down and lead sedentary lives.

4 pts

7. What made her different from most other novelists who wrote about the West? Explain in your own words.

Contrary to most novelists writing about the West, she actually lived there, so wrote from experience, which made her novels more authentic. She also set her novels in the contemporary period, whereas others tended to write about the past. The author interprets this as a way to convince the readers that the “romantic West” can endure.

4 pts

#### DOCUMENTS A ET B

8. Show how the documents depict two different visions of the American West.

Two visions of the West are shown here: the first one is the idealized, romantic vision of a place dominated by male figures: cowboys and outlaws had in common the love of the outdoors, and the rejection of a sedentary life that prevailed in the East. In the second vision, the West is a place rapidly modernizing and being incorporated into the nation’s territory thanks to the influence of technology (electricity/trains/telephone), and to women, who played an active role in promoting a stable, home-based life.

5x2pts = 10pts

Seuls les candidats composant au titre de la LVA (Langue vivante approfondie) traitent la question 9.

9. Use both documents to show the ambiguities of women’s emancipation (+/- 40 words).

The conquest of the West opened up opportunities only for some women. Some could become successful authors. A greater number could use their role as domestic figures to position themselves as central to the conquest of the West / advance of civilisation.

But, even as authors, women were still subject to social norms, so that Caroline Lockart, for example, was disapproved of. White women could assert

themselves mostly through acceptance of a secondary role. [Native women were assimilated.] (Non exigible).

10 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.

**Seuls les candidats de la série L qui ne composent pas au titre de la LVA (Langue Vivante Approfondie) traitent les deux sujets suivants.**

**Sujet 1:** Write a letter of thanks to the author of a book you particularly liked. (+/- 100 words)

**ET**

**Sujet 2:** Do the fictional spaces of literature and cinema replace real life visits to those places? (+/- 150 words)

**Seuls les candidats de la série L qui composent au titre de la LVA (Langue Vivante Approfondie) traitent les deux sujets suivants.**

**Sujet 1:** Is travel necessarily synonymous with liberation? (+/- 100 words)

**ET**

**Sujet 2:** In document A, Cathryn Halverson writes that "aspiring writers saw literary "material" in the stuff of their daily lives in frontier, rural, and urban western spaces". How can writers find inspiration in their daily lives and the spaces they live and work in? (+/- 200 words)

## QUESTIONNAIRE A TRAITER PAR LES CANDIDATS LV2 SERIE ES - S

### I. COMPREHENSION ECRITE (10 points)

#### DOCUMENT A

1. a. Show that the text draws a stereotyped picture of the American West. Quote four elements.

**The stereotype of the American West consists in vast open spaces, a potentially hostile land where the rules of the East don't apply. Its iconic character is the cowboy, a free, independent individual, and sheriffs and outlaws are also part of the folklore.**

**4x0,5pt = 2pts**

b. What role do women play in that representation? Justify with a quote.

**In that stereotype, women are mostly absent or have secondary roles. The archetypal West is essentially a man's world. "cowboys, outlaws, sheriffs" (I.2) ou "domestic work" (I. 25).**

**1 pt**

c. Moving beyond the stereotype, use the text to show that there were other roles for women.

**-Women could also be authors and write stories about their life in the West. "The West gave women special opportunities as authors" (I. 11)**

**-Women could be opinion shapers, cast themselves as nation-builders. (II. 24- 28)**

**2x1pt = 2 pts**

2. a. Where did women writers living in the West get inspiration from?

**They got inspiration from their daily lives and their environment, whether rural or urban space.**

**2x0,5pt = 1 pt**

b. How did readers react to what they wrote? Find two elements and justify each element with a quote.

**Readers were enthusiastic: the descriptions of the West that these women gave earned them "popular acclaim" (I.14), the exoticism of life on the Frontier gave their readers the opportunity to imagine and dream about parts of the country which they did not know and tended to idealize, especially in relation to the**

wilderness. The letter of thanks that is mentioned in the article is quite revealing: the elderly woman said “she had only to shut her eyes to see it all, to smell the pines and the sage”.

4 pts

3. According to Jane Simonsen, what was the role that some women took on in the conquest of the West? Justify with two elements

**Deux éléments attendus parmi:**

**Domestic work / nation-building / Native American assimilation / well-kept single family home.**

3 pts

### **DOCUMENT B**

4. Find two elements which show that Caroline Lockhart was famous.

**She wrote novels which were adapted for the cinema, and she is mentioned as a “celebrity journalist”.**

2 pts

5. Explain in your own words why she was controversial in her hometown.

**People had mixed feelings about her: some considered her attractive, while others frowned upon her liberal behaviour: she had multiple relationships and drank alcohol, an attitude which went against the conservative values of the West and of the community.**

3 pts

6. a. Explain in your own words how the American West was changing in the early 20<sup>th</sup> century.

**The West was modernizing thanks to the development of trains, of electricity, of the telephone. It was more and more connected to the rest of the country.**

4 pts

b. How did this conflict with what Caroline Lockhart liked about the West?

**Lockhart had a romantic vision of the West, which revolved around open spaces, ranching and horses. This ideal was threatened by modernity, as more and more people would settle down and lead sedentary lives.**

4 pts

7. What made her different from most other novelists who wrote about the West? Explain in your own words.

**Contrary to most novelists writing about the West, she actually lived there, so wrote from experience, which made her novels more authentic. She also set her novels in the contemporary period, whereas others tended to write about the past.** The author interprets this as a way to convince the readers that the “romantic West” can endure.

4 pts

## **DOCUMENTS A ET B**

8. Show how the documents depict two different visions of the American West.

**Two visions of the West are shown here: the first one is the idealized, romantic vision of a place dominated by male figures: cowboys and outlaws had in common the love of the outdoors, and the rejection of a sedentary life that prevailed in the East. In the second vision, the West is a place rapidly being incorporated into the national territory thanks to the influence of technology (electricity/ trains/ telephone), and to women, who played an active role in promoting a stable, home-based life.**

5x2pts = 10 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.**

**Sujet 1:** Write a letter of thanks to the author of a book you particularly liked. (+/- 100 words)

**ET**

**Sujet 2:** Do the fictional spaces of literature and cinema replace real life visits to those places? (+/- 100 words)

# BAREME

Question	ES/S	L-LVO	L- LVA
1a	4x0,5pt = 2 pts	4x0,5pt = 2 pts	4x0,5pt = 2 pts
1b	1 pt	1 pt	1 pt
1c	2x1pt = 2 pts	2x1pt = 2 pts	2x1pt = 2 pts
2a	2x0,5pt = 1pt	2x0,5pt = 1pt	2x0,5pt = 1pt
2b	4 pts	4 pts	4 pts
3	3 pts	3 pts	3 pts
4	2 pts	2 pts	2 pts
5	3 pts	3 pts	3 pts
6a	4 pts	4 pts	4 pts
6b	4 pts	4 pts	4 pts
7	4 pts	4 pts	4 pts
8	5x2pts = 10 pts	5x2pts = 10 pts	5x2pts = 10 pts
9			10 pts
<b>TOTAL</b> (ramener la note sur 10)	<b>40 pts</b>	<b>40 pts</b>	<b>50 pts</b>
<b>Sous-total partie compréhension</b>	(... pts) : 4 = .../10 Ne pas arrondir	(... pts) : 4 = .../10 Ne pas arrondir	(... pts) : 5 = .../10 Ne pas arrondir
<b>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)	Note de la compréhension /10 + note de l'expression /10 = <b>Note finale /20 arrondie au demi-point près, (comme indiqué ci-dessous)</b> <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>		

## 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>	5		<p><b>Point de vue clair, discours naturellement étayé</b> par des éléments pertinents</p>	5	<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>	5	<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>	5			
<p><b>Intelligible et suffisamment développée,</b></p> <p><b>MEME SI</b> sans originalité et/ou absence de connaissances culturelles.</p>	4	5	<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>	4	5	<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>	4	5	<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>	4	5
					<p>Production <b>immédiatement compréhensible,</b></p> <p><b>MEME SI</b> fréquence des erreurs sur des structures simples ou courantes.</p>	3	4	<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>	3	4	
<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>	2	3	<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>	2	3	<p>Production <b>globalement compréhensible,</b></p> <p><b>MAIS</b> les erreurs se multiplient, au point de rendre la lecture peu aisée.</p>	2	3	<p><b>Vocabulaire pauvre,</b> nombre important de périphrases, incorrections, répétitions,</p> <p><b>MEME SI</b> le discours reste intelligible.</p>	2	3
<p><b>Partielle (une tâche non traitée)</b> ou pas de véritable tentative de réponse</p>	0	1	<p><b>Point de vue difficile à percevoir</b></p> <p>Pas de cohérence</p>	0	1	<p>Production <b>pratiquement inintelligible.</b></p> <p>Erreurs très nombreuses</p>	0	1	<p><b>Vocabulaire très pauvre</b></p> <p>Discours pratiquement inintelligible.</p>	0	1
<b>Exercice non réalisé</b>	0	0		0	0		0	0		0	0
<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 des erreurs sur les 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 structures simples 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 périphrases, de répétitions ou de mots incorrects.</p>	<b>3</b>	<b>4</b>
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<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>		