

BACCALAURÉAT GÉNÉRAL

Session 2015

« ANGLAIS »

Langue Vivante 2

Séries **ES/S** – Durée de l'épreuve : **2 heures** – coefficient : **2**

Série **L** Langue vivante obligatoire (LVO) – Durée de l'épreuve : **3 heures** – coefficient : **4**

Série **L** (LVO) et langue vivante approfondie (LVA) – Durée de l'épreuve : **3 heures** – coefficient : **8**

ATTENTION

Le candidat choisira le questionnaire correspondant à sa série :

- **Série L (LVA Y COMPRIS) : questionnaire pages 4 à 6**
- **Séries ES/S : questionnaire pages 7 à 8**

L'usage de la calculatrice et du dictionnaire n'est pas autorisé.

Ce sujet comporte 8 pages numérotées de 1 à 8.

Dès que ce sujet vous est remis, assurez-vous qu'il est complet.

Répartition des points

| | |
|---------------|-----------|
| Compréhension | 10 points |
| Expression | 10 points |

Lisez les documents A et B puis répondez aux questions.

Document A

I was ten, and away at boarding school in deepest Wiltshire. I was far from home and I didn't want to be. It was a diet of Latin and stew and rugby and detentions and cross-country runs and chilblains¹ and marks and squeaky beds and semolina² pudding. And then there was Basher Beaumont who terrorised and tormented me, so that I lived every waking moment of my life in dread of him.

I was homesick after a letter from my mother. Basher Beaumont had cornered me in the bootroom and smeared black shoe-polish in my hair. I had done badly in a spelling test, and Mr Carter had stood me in the corner with a book on my head all through the lesson – his favourite torture. I was more miserable than I had ever been before. I picked at the plaster in the wall, and determined there and then that I would run away.

I took off the next Sunday afternoon. With any luck I wouldn't be missed till supper, and by that time I'd be home, home and free. I climbed the fence at the bottom of the school park, behind the trees where I couldn't be seen. Then I ran for it. I ran as if bloodhounds were after me, not stopping till I was through Innocents Breach and out onto the road beyond. I had my escape all planned. I would walk to the station – it was only five miles or so – and catch the train to London. Then I'd take the underground home. I'd just walk in and tell them that I was never, ever going back.

There wasn't much traffic, but all the same I turned up the collar of my raincoat so that no one could catch a glimpse of my uniform. It was beginning to rain now, those heavy hard drops that mean there's more of the same on the way. I crossed the road.

It stretched away into the distance, continuous as far as the eye could see, except for a massive arched gateway. That was when I heard a car slowing down behind me. I did not think twice. I pushed open the iron gate, darted through, and flattened myself behind the stone pillar. I watched the car until it disappeared round the bend.

To be caught would mean a caning, four strokes, maybe six, across the back of the knees. Worse, I would be back at school, back to detentions, back to Basher Beaumont. To go along the road was dangerous, too dangerous. I would try to cut across country to the station. It would be longer that way, but far safer.

Adapted from Michael Morpugo, *The Butterfly Lion*, (1996)

1. chilblains: *engelures*

2. semolina: *semoule*

Document B

I was sent to Merrywood Elementary when I was six and I thought it was a complete waste of time. What was the point of school when I could learn all I needed to at the docks? I wouldn't have bothered to go back the following day if my mother hadn't dragged me to the front gates, deposited me and returned at four o'clock that afternoon to take me home.

I didn't realize Mum had other plans for my future, which didn't include joining Uncle Stan in the shipyard.

Once Mum had dropped me off each morning, I would hang around in the yard until she was out of sight, then slope off to the docks. I made sure I was always back at the school gates when she returned to pick me up in the afternoon. On the way home, I would tell her everything I'd done at school that day. I was good at making up stories, but it wasn't long before she discovered that was all they were: stories.

One or two other boys from my school also used to hang around the docks, but I kept my distance from them. They were older and bigger, and used to thump¹ me if I got in their way. I also had to keep an eye out for Mr Haskins, the chief ganger², because if he ever found me loitering³, to use his favourite word, he would send me off with a kick up the backside and the threat: 'If I see you loiterin' round here again, my lad, I'll report you to the headmaster.'

Occasionally Haskins decided he'd seen me once too often and I'd be reported to the headmaster, who would leather me before sending me back to my classroom. My form master, Mr Holcombe, never let on if I didn't show up for his class, but then he was a bit soft. Whenever my mum found out I'd been playing truant, she couldn't hide her anger and would stop my halfpenny-a-week pocket money. But despite the occasional punch from an older boy, regular leatherings from the headmaster and the loss of my pocket money, I still couldn't resist the draw of the docks.

Jeffrey Archer, *Only Time Will Tell*, (2011)

1. thump: hit

2. chief ganger: *contremaître*

3. loitering: hanging around

Questionnaire à traiter par les candidats de la série L

Les candidats traiteront le sujet sur la copie qui leur sera fournie et veilleront à :

- respecter l'ordre des questions et reporter les repères sur la copie (numéro et lettre). Exemple : **I.** ou **I. a.**.
- faire toujours suivre les citations du numéro de la ligne.
- rédiger les réponses en **anglais**.

En l'absence d'indications spécifiques, le candidat répondra **brèvement** aux questions.

COMPRÉHENSION (10 POINTS)

Tous les candidats de la série L (y compris LVA [Langue Vivante Approfondie]) traiteront les questions de I à VIII et de X à XV.

Document A

- I. Explain in a few words who the narrator is and why he says "I was far from home" (l. 1).
- II. Who are the three other characters mentioned? What is their relationship to the narrator?
- III. In what country does the scene take place? Justify with one element from the text.
- IV. **Focus on lines 1 to 11.** TRUE or FALSE? Justify your answer with a quotation from the text.
 - a) The narrator is at the school of his choice.
 - b) The school is very strict and traditional.
 - c) The narrator gets along with the other boarders.
 - d) The narrator misses his mother.
 - e) The narrator has been humiliated by one of his teachers.
- V. What does the narrator decide to do? Why does he make this decision?
- VI. **Focus on lines 10 to 28.** Choose the two adjectives that best correspond to the narrator's state of mind and justify each adjective with one quotation from the text.

strong-willed – serene – panicked – guilty
- VII. Explain in your own words what would happen to the narrator if his plan failed.
- VIII. Explain what "a massive arched gateway" (line 25) could symbolise.

Seuls les candidats de la série L composant au titre de la LVA (Langue Vivante Approfondie) traiteront la question IX.

IX. Focus on lines 20 to 28. Quote three elements from the text that contribute to creating a dark and gloomy atmosphere.

Tous les candidats de la série L (y compris LVA) traiteront les questions de X à XV.

Document B

X. Identify the narrator (age, school level).

XI. Identify two characters from ...:

- a) the narrator's family
- b) the narrator's school
- c) the docks

XII. What does the narrator think of his time at school? Explain and justify your answer with two elements from the text.

XIII. Why does he say "I was good at making up stories" (line 11)? Explain in your own words. (20 words)

XIV. The following statements are **true**. Justify them with elements from the text.

- a) The narrator is beaten at the docks and at school. **2 elements (1 for the docks and 1 for school)**
- b) The treatment the narrator receives at the docks and at school has no impact on his behaviour. **1 element**

Documents A and B

XV. Explain how the motivation for escaping school is different for each child in the two texts. (50 words)

EXPRESSION (10 POINTS)

Les candidats de la série L n'ayant pas choisi l'option LVA traiteront DEUX des trois sujets (total pour les deux sujets : 250 mots au moins).

- I. Text 1: The narrator writes a letter to his mother about the working and living conditions at the boarding school. He complains and expresses his feelings.
- II. Text 1: Imagine the narrator has managed to get back home. Write the dialogue with his mother.
- III. To what extent is schooling necessary to succeed in life?

Les candidats de la série L ayant choisi l'option LVA traiteront UN des deux sujets (300 mots au moins).

- I. To what extent is schooling necessary to succeed in life?
- II. What is your idea of an ideal education?

Questionnaire à traiter par les candidats de la série ES/S

Les candidats traiteront le sujet sur la copie qui leur sera fournie et veilleront à :

- respecter l'ordre des questions et reporter les repères sur la copie (numéro et lettre). Exemple: **I.** ou **I. a.**.
- faire toujours suivre les citations du numéro de la ligne.
- rédiger les réponses en **anglais**.

En l'absence d'indications spécifiques, le candidat répondra **brèvement** aux questions.

COMPRÉHENSION (10 POINTS)

Document A

- I. Explain in a few words who the narrator is and why he says "I was far from home" (l. 1).
- II. Who are the three other characters mentioned? What is their relationship to the narrator?
- III. In what country does the scene take place? Justify with one element from the text.
- IV. **Focus on lines 1 to 11.** TRUE or FALSE? Justify your answer with a quotation from the text.
 - a) The narrator is at the school of his choice.
 - b) The school is very strict and traditional.
 - c) The narrator gets along with the other boarders.
 - d) The narrator misses his mother.
 - e) The narrator has been humiliated by one of his teachers.
- V. What does the narrator decide to do? Why does he make this decision?
- VI. **Focus on lines 10 to 28.** Choose the two adjectives that best correspond to the narrator's state of mind and justify each adjective with one quotation from the text.

strong-willed – serene – panicked – guilty
- VII. Explain in your own words what would happen to the narrator if his plan failed.

Document B

- VIII.** Identify the narrator (age, school level).
- IX.** Identify two characters from ...:
- a) the narrator's family
 - b) the narrator's school
 - c) the docks
- X.** What does the narrator think of his time at school? Explain and justify your answer with two elements from the text.
- XI.** Why does he say "I was good at making up stories" (line 11)? Explain in your own words. (20 words)
- XII.** The following statements are **true**. Justify them with elements from the text.
- a) The narrator is beaten at the docks and at school. **2 elements (1 for the docks and 1 element for school)**
 - b) The treatment the narrator receives at the docks and at school has no impact on his behaviour. **1 element**

Documents A and B

- XIII.** Explain how the motivation for escaping school is different for each child in the two texts. (50 words)

EXPRESSION (10 POINTS)

Les candidats des séries ES/S traiteront UN des trois sujets. (150 mots au moins).

- I.** Text 1: The narrator writes a letter to his mother about the working and living conditions at the boarding school. He complains and expresses his feelings.
- II.** Text 1: Imagine the narrator has managed to get back home. Write the dialogue with his mother.
- III.** To what extent is schooling necessary to succeed in life?