

**BACCALAURÉAT
SESSION 2015**

**Coefficient : 2
Durée : 3 h**

ANGLAIS LANGUE VIVANTE 2

SÉRIE A2

Cette épreuve comporte trois (03) pages numérotées 1/3, 2/3 et 3/3.

Do all the activities of this examination paper on your answer sheet.

PART ONE : READING 40%

Read the text below and do the tasks that follow.

Martin Luther King Day

Martin Luther King Day honors the life and legacy of one of the visionary leaders of the Civil Rights Movement and recipient of the 1964 Nobel Prize for Peace. At a young age, Martin Luther King, Jr. showed strong promise, skipping the 9th and 12th grades and entering Morehouse College at the age of 15. In late 1955, Martin Luther King, Jr. received his Doctorate degree in Theology, and

5 moved to Montgomery, Alabama, with his wife, Coretta Scott King, to preach at a Baptist church.

There, as in many southern states, he witnessed the indignities suffered by African-Americans as a result of racism, discrimination, and unjust laws. One law required all black passengers to ride in the back of public buses and to give up their seats to white passengers when the front of the bus was full. Dr. King knew that this law violated the rights of every African-American.

10 On December 1, 1955, a courageous black passenger, Rosa Parks, was arrested and jailed for refusing to give up her seat to a white man. In response to the arrest, black leaders organized a boycott of public buses in the city.

In 1957, Dr. King and other ministers founded the Southern Christian Leadership Conference to advance the non-violent struggle against racism.

15 One of the key events of the Civil Rights Movement was the March on Washington on August 23, 1963. A crowd of more than 250,000 people gathered in Washington, DC. And, led by Dr. King, they marched to the Capitol Building to support the passing of laws that guaranteed equal civil rights to every American citizen.

20 On the steps of Lincoln Memorial that day, Dr. King delivered one of his most powerful and eloquent speeches, entitled "I have a Dream". The March on Washington was one of the largest gatherings of people that the nation's capital had ever seen – and no violence occurred. The following year, in 1964, Dr. King was awarded the Nobel Peace Prize for leading non-violent demonstrations.

25 On April 4, 1968, Martin Luther King, Jr. was assassinated while supporting a workers' strike¹ in Memphis, Tennessee. He was just 39 years old.

In 1986, President Ronald Reagan declared the third Monday in January a Federal Holiday in honor of Dr. Martin Luther King, Jr. On Monday, January 20, 1986, people across² the country celebrated the first official Martin Luther King Day, the only federal holiday to commemorate an African-American.

Notes : 1 strike : grève; 2 across : à travers.

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COMPREHENSION CHECK

A Vocabulary

Find in the text the words or expressions that correspond to the following definitions and synonyms. Write your answers like in the example. Example: 11-demonstrations

1. heritage (L. 1)	7. met, got together (L. 16)
2. person who receives something (L. 2)	8. voting (L. 17)
3. experienced, saw (L. 6)	9. happened, took place (L. 21)
4. demanded, ordered (L. 7)	10. recompensed with (L. 22)
5. put in prison (L. 10)	11. street protests (L. 23)
6. actions, activities (L. 15)	

B Comprehension questions

Decide whether the following statements are true or false according to the text. Write (T) for True, and (F) for False. Then, give the line(s) of the text to justify your choices. Write your answers like in the example. Example: 8-T (L. 13-14)

1. Martin Luther Day honors all the African-American Civil Rights fighters.
2. Martin Luther King, Jr. was a brilliant student in grades 9 and 12.
3. In Montgomery, Dr. King became a living witness of racism and discrimination.
4. In the state of Alabama, the black people had to sit at the back of the buses.
5. The blacks had to give their seats to the whites when the front seats were all occupied.
6. Rosa Parks was jailed because she did not have a bus ticket.
7. Martin Luther King, Jr. created the Southern Christian Leadership Conference with other pastors.
8. The Southern Christian Leadership Conference preached non-violence in their struggle for equal rights.
9. The Capitol Building is where American Federal laws are voted.
10. "I have a Dream" is a speech delivered by Abraham Lincoln.
11. The March on Washington is the greatest march the city has ever known.

PART TWO : LANGUAGE USE

20%

Select the right words or expressions from the box to complete the text. Write your answers like in the example. **Example:** 11-be put

congratulated	living	Going down	offered	qualified
plead	be put	was determined	sparkled	knew led

The Ivorian 2002 civil war divided Côte d'Ivoire into two parts: the North and the South. Fortunately, our national football team, (1. ...) to help maintain the unity of the country. At the peak of the Ivorian crisis, the *Elephants* (2. ...) for the World Cup 2006 in Germany, thanks to a last-day win over Sudan, and Cameroon's draw with Egypt. That first and great challenge in the history of Côte d'Ivoire (3. ...) shouts of joy and a weekend of partying and celebrations in both the South and the North of the country. The players were all (4. ...) brand new houses by the Head of State, and warmly (5. ...) by all the Ivorian population, and even by the foreigners (6. ...) in Côte d'Ivoire, regardless of their political orientations.

Our football stars (7. ...) they had a unique opportunity to (8. ...) for the cause of national unity and solidarity. (9. ...) on his knees after the decisive match, the charismatic captain of the *Elephants*, Didier DROGBA, (10. ...) his team-mates in a plea for peace and unity in the country. His message was that tribal and political conflicts should (11. ...) aside for the sake of team spirit and cohesion. The deep meaning of the example set by our national football team was: *"If we forgive one another, if we are united, we can overcome any challenge, however great it may be."*

PART THREE : WRITING

40%

Do **only one** of the two tasks below. (25 lines)

Task A

Freedom fighters and peacemakers such as Martin Luther King, Jr., Nelson Mandela and Félix Houphouët Boigny are celebrated each year in their countries. Why are they celebrated? Talk about some of their actions for their people.

Task B

Tony Liebman, your American pen-friend has written you a letter in which he describes how Martin Luther Day is celebrated in the USA. In your reply, tell him about the Felix Houphouët Boigny Prize for Peace awarded every year by the UNESCO in Paris. The following ideas will help you:

- objectives of the award;
- which institution gives the prize;
- give the names of people who got the prize;
- the importance of the prize for Ivorian and African people.

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MINISTÈRE DE L'ÉDUCATION NATIONALE ET DE
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 DIRECTION DES EXAMENS SCOLAIRES
 SERVICE BACCALAUREAT

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BACCALAUREAT – SESSION 2015

ÉPREUVE : ANGLAIS LANGUE VIVANTE 2 DATE 03/07/2015 HEURE : 08H00

CORRIGE ET BAREME

SERIE(S) :

A2

CORRIGE	BAREME
<u>Martin Luther King Day</u>	
<u>PART ONE: READING</u> 40%	
<u>COMPREHENSION CHECK</u>	
(A) VOCABULARY (02 PTS each)	(20pts)
1 - legacy 2 - recipient 3 - witnessed 4 - required 5 - jailed 6 - events 7 - gathered 8 - passing 9 - occurred 10 - awarded NB: Don't penalize spelling mistakes	
(B) COMPREHENSION QUESTIONS (02 PTS each)	(20pts)
<u>Recommendation</u> Give : • 1 PT for correct T or F } 2 PTS • 1 PT for the correct line(s). • 0 PT if the T/F is not correct even if the lines are correct.	

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ANGLAIS LV2

SERIE(S):

A2

CORRIGE		BAREME
1 - False	(L 1-2)	
2 - False	(L 3)	
3 - True	(L 6-7)	
4 - True	(L 8)	
5 - True	(L 8-9)	
6 - False	(L 10-11)	
7 - True	(L 13)	
9 - True	(L 17)	
10 - False	(L 19-20)	
11 - True	(L 20-21)	
 <u>PART TWO: LANGUAGE IN USE 20%</u>		<u>20 Pts</u>
(2 Pts each)		
1 - Was determined		
2 - Qualified		
3 - Sparkled		
4 - offered		
5 - Congratulated		
6 - living		
7 - knew		
8 - Plead		
9 - Going down		
10 - Led		
<u>NB:</u> Do not penalize candidates for spelling mistakes		

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ANGLAIS LV2

SERIE(S):

A2

CORRIGE	BAREME
PART THREE: WRITING 40%.	
TASK A	
<u>GENERAL REMARKS</u>	
The expected text is an essay. Candidates will be graded/marked on the following:	
① <u>Relevance</u>	10pts
a. Write about the three freedom-fighters and peace-makers (Martin Luther King, Nelson Mandela and Felix Houphouët Boigny).	
b. Say why they are celebrated. For example:	4pts
- to remember them	
- to promote peace	
- to encourage people to follow their example etc.	
c. Talk about some of their actions:	
• Martin Luther King fought against racial segregation (refer to the text). etc.	2pts
• Nelson Mandela fought apartheid (racism, racial discrimination) in South Africa. etc.	2pts
• Felix Houphouët Boigny abolished forced labour, brought independence to Cote d'Ivoire, etc.	2pts
② <u>Layout</u>	05pts
Introduction, body paragraphs, Conclusion.	
③ <u>Mechanics of writing</u> : Indenting (separate paragraphs), punctuation, capitalization (capital letters)	05pts
④ <u>Coherence and Cohesion</u> : logical organisation of ideas, use of connectors.	10pts
⑤ <u>Accuracy</u> : Correctness of grammar and vocabulary.	10pts

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ANGLAIS LV2

SERIE(S):

A2

CORRIGE

BAREME

PART THREE: WRITING 40%

TASK B

GENERAL REMARKS

The expected text is a friendly / informal letter to a pen-friend. The candidate will be graded on the following:

①

Relevance

- tell about the Felix Houphouët Boigny prize for peace.
- the objectives of the award.
- the institution that gives the prize
- names of two or three recipients (François Hollande, Abdoulaye Wade, Nelson Mandela etc.)
- the importance of the prize and other things

10 pts

②

Layout of the letter.

- a. Introduction
- Body paragraphs
- Conclusion

05 pts

ANGLAIS LV2

SERIE(S) :

A2

CORRIGE	BAREME
<p>b</p> <div>Writer's address</div> <div>Date</div> <div>Salutation Example: Dear Tony</div> <div>BODY OF THE LETTER</div> <div>BODY OF THE LETTER</div> <p>Closing (Be flexible on the position) Signature (The candidates don't have to sign the letter)</p> <p>③ <u>Coherence and cohesion</u> Logical organization of ideas, use of connectors</p> <p>④ <u>Mechanics of writing</u> Capitalisation, Paragraphing, Punctuation</p> <p>⑤ <u>Accuracy</u>: correctness of grammar and vocabulary</p>	<p>(05pts)</p> <p>(05pts)</p> <p>(05pts)</p> <p>(05pts)</p> <p>(10pts)</p>

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BACCALAURÉAT
SESSION 2015

SÉRIE A1 – Coefficient : 4
SÉRIE A2 – Coefficient : 2
Durée : 3 h

ANGLAIS LANGUE VIVANTE 1

Cette épreuve comporte trois (03) pages numérotées 1/3, 2/3 et 3/3.

Do all the activities of this examination paper on your answer sheet.

PART ONE : READING 40%

Read the text below and do the tasks that follow.

Violence in Schools: A Worldwide Affair

Violence in schools is a worldwide problem; it exists in rich and poor countries alike. It's chiefly a male phenomenon, hitting a peak¹ when boys turn 16 years old in some countries, and 13 in others. Experts agree at least on one point: this violence cannot be pinned to a single cause. Instead, they point to complex patterns linked to family situations, socio-economic conditions and teaching methods.

But these are just indicators and do not justify any deterministic explanations. When researchers say that 10 to 20 percent of risk factors are linked to single-parent families, this suggests that 80 to 90 percent of such families are not the source of any violence. Likewise, a child from a black slum area with a teenage mother or a father in jail will not automatically be violent! Likewise, experts say there is a "hard core"² of violent children about five percent of the total. But in comparing several schools in similar problem French neighbourhoods³, I've found that this figure can vary between one and 11 percent. The school itself can be an aggravating factor, through high staff turnover or "ghetto classes" to which poorly-performing students are relegated. These "hard core" groups, then, cannot be deemed "inalterable". On the contrary, something can be done about them.

Should they simply be expelled, as some advocate? Such a measure would only make their segregation and sense of exclusion worse. And they are, after all, at the root of the whole problem. The solution lies partly in developing customized projects, but most importantly, in strengthening economic and social participation.

To put an end to school violence, we need a well-established state with the means to compensate for inequalities, a state that tries to re-establish diversity in neighbourhoods and schools, one that does not give up on the notion of justice for children, as some are demanding.

We should also try to lift schools out of their fortresses, so they do not become the symbol of a society that excludes people. Projects in the Netherlands, Brazil and the United States have shown that schools can be vibrant places that provide social, medical and cultural services to a neighbourhood.

In the Brazilian state of Minas Gerais, for example, there is a vocational school where elderly craftsmen teach their skills to teenagers. Such contact between generations can offer a very social education. 'It takes a village to educate a child,' goes an African proverb. Let's make an effort to seek out these opportunities, even in the most heartless⁴ cities.

Adapted from the UNESCO Courier, April 2001.

COMPREHENSION CHECK

A Vocabulary

Match the words or phrases in column (A) with their meanings or synonyms in column (B) according to the text. There are more options in column (B) than in column (A). Write your answers like in the example. **Example:** 1. male phenomenon = a. something concerning boys only

(A)
1. male phenomenon (L. 2)
2. pinned (L. 3)
3. Likewise (L. 8)
4. slum area (L. 9)
5. turnover (L. 13)
6. deemed (L. 14)
7. expelled (L. 16)
8. give up on (L. 22)
9. craftsmen (L. 28)
10. teenagers (L. 28)
11. seek out (L. 30)

(B)
a. something concerning boys only
b. change, renewal
c. look for
d. young people aged from 13 to 19
e. In addition
f. considered
g. sacked, sent out
h. abandon
i. attributed
j. global
k. artisans
l. ghetto

B Comprehension questions

Decide whether the statements below are true or false according to the text. Write (T) for True and (F) for False. Then, give the line(s) of the text to justify your choice. **Example:** 1-F (L. 2)

1. Violence in schools concerns both boys and girls.
2. Boys aged from 13 to 19 years are the most violent at schools.
3. For experts, violence in schools has only one source.
4. It is very easy to explain the phenomenon of violence in schools.
5. Children's family situations are the only cause of violence in schools.
6. If a child comes from an unstable family, he automatically becomes violent at school.
7. By separating bad students from good students, school can aggravate violence among students.
8. To reduce violence in schools, violent students should be expelled.
9. To end violence in schools, students should be involved in economic and social projects.
10. Violence in schools is the result of social inequality and injustice.
11. If old craftsmen teach their skills to students, they will have a good social education.

PART TWO : LANGUAGE USE

20%

Choose the right word or expression from (a, b, c, d) to fill in the gaps in the sentences below. Write your answers like in the example. *Example: 11-b*

1. It's easy for two people to communicate with (...) on the Internet.
 a) themselves b) one another c) each other d) the other
2. What happens (...) often is that people forget to protect themselves.
 a) more b) the most c) mostly d) most
3. You must get lots of information about AIDS, (...) you can catch it.
 a) unless b) but c) because d) otherwise
4. People find (...) easier to use condoms than to observe abstinence.
 a) that b) the c) it d) this
5. There were four times (...) victims as in the last plane crash.
 a) fewer b) as many c) more d) less
6. Our teachers always do (...) to help us succeed at school.
 a) the best b) the better c) their best d) better
7. If students go on behaving this way, (...) many of them will be dismissed.
 a) sooner or later b) soon or late c) early or late d) the soonest or latest
8. You have absolutely no idea of (...) could happen to you if you dare go there at this time.
 a) what b) which c) that d) it
9. Our mother advised (...) to be careful as we were about to leave.
 a) we b) ourselves c) our d) us
10. She (...) more opportunities if she had stayed on in the United States.
 a) would have b) could have had c) will have had d) has had
11. "You (...) go and see a doctor as soon as possible", he warned her.
 a) would rather b) had better c) could d) can

PART THREE : WRITING

40%

Do one of the two tasks below. (25 lines)

Task A

Your Australian pen-friend asked you the following questions in his/her last letter:

- How was violence introduced into your schools and universities?
- What are the authorities doing to solve the problem of violence in schools in your country?
- Don't you think violence in schools can ruin your future?

Write the reply to his/her letter.

Task B

"The use of violent methods by students in claiming their rights does not only delay their education; above all, it ruins the future of the whole society." Do you agree or disagree with that statement? Give reasons and examples to explain your point of view. Specify how student Unions should fight for their rights without using violence.

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BACCALAUREAT – SESSION 2015

EPREUVE : ANGLAIS LV1 DATE 02/07/15 HEURE : 08H00

CORRIGE ET BAREME

SERIE(S) :

A1-A2

CORRIGE	BAREME
<u>TEXT: VIOLENCE IN SCHOOLS: A WORLDWIDE AFFAIR</u>	
/ <u>PART ONE: READING</u> / 40 %	
<u>COMPREHENSION CHECK</u>	
(A) <u>VOCABULARY</u>	20 pts (02 pts each)
2. pinned = i. attributed	
3. likewise = e. in addition	
4. slum area = l. ghetto	
5. turnover = b. change, renewal	
6. deemed = f. considered	
7. expelled = g. sacked, sent out	
8. give up on = h. abandon	
9. craftsmen = k. artisans	
10. teenagers = d. young people aged from 13 to 19	
11. seek out = c. look for	

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SERIE(S) :

A1-A2

VIOLENCE IN SCHOOLS : CORRIGE A WORLDWIDE AFFAIR	BAREME										
<p>(B) <u>COMPREHENSION QUESTIONS</u></p> <table border="0"> <tr> <td>2. F(L. 2)/(L. 2 to 3)</td><td>7. T(L. 16 to 17)</td></tr> <tr> <td>3. F(L. 3)</td><td>8. F(L. 16 to 17)</td></tr> <tr> <td>4. F(L. 3 to 5)</td><td>9. T(L. 18 to 19)/(L. 24 to 25)</td></tr> <tr> <td>5. F(L. 3 to 5)/(L. 12)</td><td>10. T(L. 20 to 22)</td></tr> <tr> <td>6. F(L. 8 to 9)/(L. 9)</td><td>11. T(L. 27 to 30)</td></tr> </table>	2. F(L. 2)/(L. 2 to 3)	7. T(L. 16 to 17)	3. F(L. 3)	8. F(L. 16 to 17)	4. F(L. 3 to 5)	9. T(L. 18 to 19)/(L. 24 to 25)	5. F(L. 3 to 5)/(L. 12)	10. T(L. 20 to 22)	6. F(L. 8 to 9)/(L. 9)	11. T(L. 27 to 30)	<p>20 pts (02 pts each : 01 pt for T/F 01 pt for Just.)</p>
2. F(L. 2)/(L. 2 to 3)	7. T(L. 16 to 17)										
3. F(L. 3)	8. F(L. 16 to 17)										
4. F(L. 3 to 5)	9. T(L. 18 to 19)/(L. 24 to 25)										
5. F(L. 3 to 5)/(L. 12)	10. T(L. 20 to 22)										
6. F(L. 8 to 9)/(L. 9)	11. T(L. 27 to 30)										
<div style="border: 1px solid black; padding: 5px; display: inline-block;"> PART TWO: LANGUAGE USE </div>											
<p>1- c → (each other.) 2- a → (more) 3- d → (otherwise.) 4- c → (it.) 5- b → (as many) 6- c → (their best) 7- a → (sooner or later.) 8- a → (what) 9- d → (us) 10- b → (could have had.)</p>	<p>20 pts (02 pts each)</p>										
<p><u>N.B.</u> : Accorder le point aux candidats qui écrivent les mots ou expressions en entier et omettent les lettres.</p>											

A1-A2

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SERIE(S):

A1-

VIOLENCE IN SCHOOLS: CORRIGE A MORNUDE AFFAIR

BAREME

TASK (B): This is an argumentative essay writing. Consider the following

1. Mechanics of writing

09 pts

- Paragraphs (01pt)
 - Introduction (02 pts)
 - Body (02 pts)
 - Conclusion (02 pts)
- Punctuation (01pt)
- Capitalisation (01pt)

2. Content of the essay (Is the candidate dealing with the topic?)

10 pts

3. Coherence (Organisation of the content)

15 pts

- Paragraph for agreement OR
- Paragraph for disagreement OR
- Paragraphs for both
- Proposals for peaceful / non-violent struggle for Students' Unions Rights.

N.B.: Each argument should be justified

4. Correct grammar structures

03 pts

5. Appropriate vocabulary

03 pts