

From Isle to Isle	
<i>Territories and memories // citizenship and virtual world: the remains of the Empire on which the sun never set</i>	
	What makes the Commonwealth a powerful bound? Can medias be a mean to bound the Commonwealth?

1) What's the Commonwealth?

1a- video horrible stories

1b- what's the Commonwealth

repérage et recap ensemble

2- Commonwealth today

2a plan British Empire / common wealth + liste des pays en comparaison avec pays UE

2b- vidéo : what's the Commonwealth

<https://www.youtube.com/watch?v=aWsvHuuV-qE>

→ donner les différents quizz et faire faire répondre puis TE

2c- travail sur la charte du Commonwealth charter: demander à apporter au moins un ordi pour deux

<https://thecommonwealth.org/charter>

renvoyer sur lien et discuter de 3 des éléments → plus marquant / étonnant / normal

3)- Britain and Australia (1901):

3a- Portraits of Australia : travail image: memory : retrouver son partenaire d'image à partir d'une histoire écrite sur son image.

Chaque image a un chiffre + un lettre (donner le même chiffre aux mêmes images quand réutilisée mais une lettre différente).

Pair work: une image pour un groupe de 2 – écriture d'une histoire (une feuille pour deux)

ça doit être une histoire: ne pas faire une description stricte, 150 mots minimum, pt de vue interne.

On écrit sa lettre sur la feuille de son histoire

Les histoires sont affichées au tableau, lecture des histoires par les élèves.

A la fin de l'exercice, chaque groupe note avec qui il pense être et on vérifie .

Puis par groupe de 4 présentation de son image au tableau, et explication des idées qu'on a développé autour de son histoire.

(cf dossier Australia)

3b- Australia will be different, Melvyn Bragg *The Soldier's Return* (1999) (broadway terminale P36

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(cf pdf)

travail autour du texte: appropriation puis écriture de la suite (notée)

4) Britain and New Zealand (1907)

spoof ad: à partir d'une vidéo au choix, faire la bande son correspondante (travail noté)
video au choix:

<https://www.youtube.com/watch?v=82HFPkdMKK0>

<https://www.youtube.com/watch?v=4ezAhry9eJo>

<https://www.youtube.com/watch?v=WvJqkZliLu8>

<https://www.youtube.com/watch?v=MqJbmAMngTE>

<https://www.youtube.com/watch?v=840iZEB7F3Y>

5) Britain and Jamaica (1962)

5a- explaining the Windrush Generation

<https://www.youtube.com/watch?v=Si3IRAPJkkU>

prise de note autour de la vidéo et recap

5b- Wind Rush Generation

activité 1: going away : distribuer questions au hasard et discussion en pair work ou group work

Imagine that you or your parents have decided to try life in a new country.

- a) Name two things you would definitely take with you.
- b) Think of two possible difficulties on arrival.
- c) What are the main reasons for people changing countries?
- d) Do you know anyone who has moved abroad?
 - Why did they go?
 - Was it a positive experience?
 - Were they homesick?
 - Did they stay?

Activité 2:

travail sur le poem: An Invitation, Poem by Clare Lavery

Circle the words best describe the feelings of the person writing the poem?

Joyful

confused

bitter

sad

angry

happy

nostalgic

other

- How old is the narrator at the start of the poem?
- How old is the narrator now?
- Who invited the passengers to the Mother Country?
- What do you think they were looking forward to?
- How do we know that some things disappointed the new arrivals?
- Why do you think the new arrivals were not accepted as British?

travail écriture suite du poem

5c- Wind Rush Child (poem)

travail sur le poem

annexe : https://www.youtube.com/watch?v=x_C8cJfZMZo

1- what is the poem about? The poem describes the thoughts and feelings of a young child as they go on a long journey, leaving the world they know behind them. They think of the things that they will miss about their home but also describe what they will have in their new home

2- what was left behind? Grandma + food / habits / culture

3- repetition? Reason?

4- feeling conveyed?

Ecriture de la suite: 2nde generation children talk to the elder ones (positive or negative point of view

» RECAP PART 1

The parents must feel nostalgic and miserable because they know they will miss their country / they will be homesick since they are attached to their family. They will have to cut off almost all the links with the past and their native country. They dread feeling uprooted and the arrival in a new country. They must feel anxious / must be nervous / worried as settling in England is a tremendous change / a turning point / a landmark in their lives. They may dread the future. They wonder if they will be successful in their new lives or if they will fail. They must feel hopeful too. They are eager to discover their new country with all its opportunities. They are eager to achieve their dreams. They dream of integrating into British society / of adapting to their new environment.

» RECAP PART 2

The child's grandmother was present at the farewell scene. She advised the child not to forget to write to her, to be faithful, obedient and honest. These last recommendations will guide him in his life, it will play the same role as a beacon (a guiding and signaling device). They will lead him / her throughout his / her life. She / He will follow her last recommendations. The child will be faithful to his / her past and ancestors. And at the same time she / he will try hard to be honest / righteous.

» RECAP PART 3

The child is supposed to cling to her / his traditions and at the same time she / he will have to build the future. She / He will belong to both worlds. The child must achieve / aims to fulfil her / his dreams. England was seen as a country where everything was possible / as a land of opportunity. In England opportunities would be limitless, provided the child was good, open-minded and hard-working.

5d- Black Brits Portrait

distribution des textes au hasard à des groupes de 3, appropriation par les questions
constitution d'un personnage: past- present- future

group work: question réponses (2 fois en vue de l'écriture d'un review – noté?)

6) Britain and Malta (1964)

travail sur Malta and the war:

donner dossier en groupe: photos + texte en plus exemplaire + plan,

donner du temps pour s'approprier les doc puis les reprendre

faire faire écrire questions par les élèves avec soit questions multiples soit réponses à rédiger rapides

→ donner fichiers questions à différents groupes en pair work.

Réponses aux questions puis chaque groupe récupère ses questions puis correction par les groupes

(images cf dossier Malta)

7) Leaving the Commonwealth : the Barbados case

dossier: images + article de presse, donner un fichier par groupe

présentation touristique: flyer ou vidéo au choix, en prenant en compte les différentes informations et la position prise de quitter le Common Wealth (doit être claire

8) Promoting the Commonwealth?

CO autour de une ou deux vidéos pour marquer la différence d'accueil + les questions qui se pose
https://www.youtube.com/watch?v=0By_IDmsmYQ

<https://www.youtube.com/watch?v=BVbkRfgEi8c>

<https://www.youtube.com/watch?v=m5D7IRK6i8U>

From Isle to Isle	
<i>citizenship and virtual world: the remains of the Empire on which the sun never set</i>	
EURO 3	Can medias be a mean to bound the Commonwealth?
At the end of the Unit, I will be able to	<ul style="list-style-type: none"> - how the British Empire went from being an Empire to the Common wealth - know more about some of the former colonies - understand the bound between the countries and how it remains
What vocabulary will I need ?	<ul style="list-style-type: none"> - travel - comparison
What grammatical structure will I need ?	<ul style="list-style-type: none"> - passive form - modals - past tenses
What will I learn about ?	<ul style="list-style-type: none"> - the origin of the British Empire - the immigration for or from England - the reason to a good visit of Malta
What documents will be used ?	<p>1- What's the Commonwealth? 1a- Horrible stories 1b- What's the Commonwealth?</p> <p>2- Commonwealth today 2a – map of the Commonwealth and country list 2b- vidéo What's the Commonwealth 2c- Commonwealth charter (bring your computer)</p> <p>3)- Britain and Australia (1901): 3a- Portraits of Australia 3b- Australia will be different, Melvyn Bragg <i>The Soldier's Return</i>, 1999</p> <p>4) Britain and New Zealand (1907) 5 vidéos au choix</p>

	<p>5) Britain and Jamaica (1962) 5a- explaining the Windrush Generation (vidéo) 5b- An Invitation, poem by Clare Lavery 5c- Black Brits Portrait 5d- <i>Wind Rush Child</i>, John Agard, 2002</p> <p>6) Britain and Malta (1964) dossier</p> <p>7) the Barbados case (2021) dossier</p> <p>8) Promoting the Commonwealth? CO – Prince William and Kate end Royal Tour</p>
Final Task (facultative)	You will promote a video clip about one of the Commonwealth Island

Instructions for your Final Task :

- 1) You may be up to 4 people working together
- 2) All of you will need to speak, on equal length
- 3) You are free to film yourself or make a photo montage
- 4) don't forget to put some music and make it catchy
- 5) you may do a reportage, a song, a poem, a video clip....
- 6) The total length must be no less than 2 minutes per group

<p>From Isle to Isle</p> <p>territories and memories: the remains of the Empire on which the sun never set</p>	
EURO 3	What makes the Commonwealth a powerful bound?
At the end of the Unit, I will be able to	<ul style="list-style-type: none"> - how the British Empire went from being an Empire to the Common wealth - know more about some of the former colonies - understand the bound between the countries
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What grammatical structure will I need ?	<ul style="list-style-type: none"> - passive form - modals - past tenses
What will I learn about ?	- the origin of the British Empire

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Final Task (facultative)	You will write a journey diary about your trip to one of these island

Instructions for your Final Task :

- 1) You may write it as a diary, kept to yourself or as a public article
- 2) Try to make it as beautiful a memory of your trip as ever
- 3) Don't forget to explain the different historical aspects of your visits.

DOCUMENTS:

2b – quizz vidéo

Video quiz questions (printable)

1) the Commonwealth is composed of

- 64 countries
- 54 countries

2) number of African countries

- 19
- 8

3) 60% of the population is less than

- 40 years old
- 30 years old

4) The modern Commonwealth was formed in

- 1949
- 1959

5) *Fill the gap:*

Initially all members of the Commonwealth were members of former British

6) *Fill the gap:* the charter values include democracy, _____ and the rule of law

7) country leaving the Commonwealth in 1964 because of apartheid policy

- Nigeria
- South Africa

8) Zimbabwe had to leave in 2003 but has been readmitted

- right
- wrong

9) who says what? *Match the items:*

Opponents

it is an heritage from the colonial period

the Duke and Duchess of Sussex

it must accept its past

supporters

it helps people to work together

10) who is at the head of the Commonwealth?

11) to discuss their plan a meeting takes place every year.

True or false ?

13) the last meeting

- took place in Rwanda

Anne-Charlotte Legrand – Académie de Versailles

- didn't take place in Rwanda
- was supposed to take place in 2020
- didn't take place because of political problems
- was delayed because of COVID 19

14) Commonwealth games are organised every year.

Right

or

wrong

5b - An Invitation, Poem by Clare Lavery

An Invitation

It was an invitation.

An invitation to come

"Help re-build the Mother country"

It seemed like an opportunity

Jobs for everyone

A better future for our children

Then home again

Just a few years

We left the blue skies

The sun, the sea, the light

And then the shock

The cold and damp

The grey skies

The cold stares

The cold grey stares

The ship arrived on June 22nd 1948

No band played a welcome

492 hopefuls stepped ashore

Hopefuls

With our British passports in our hands

We thought the journey had ended

It was just beginning

We came for a few years

We stayed a lifetime and more

Hopefuls with our British passports in our hands

They didn't think we were British

And now our children know no other

**This is their home
And ours**

Poem reproduced with kind permission from Clare Lavery.

5c- Black Brits Portrait

Text 1 - Andrea Levy

Andrea Levy has made the lives of the Windrush Generation the central part of her writing. She is one of the most well-known black British writers working today. Her latest novel, *Small Island*, was published in February 2004. In this work she follows the lives of two ordinary couples, one black and one white, during the post war era.

Andrea was born in 1956 to Jamaican parents in North London. Her story is the story of thousands of families and three generations of black Britons. It is a story about learning to be British in a land where British used to mean white. Andrea recently explained that she is English, but this does not mean that she wants to be white. She is comfortable as herself.

She writes to try to understand the discrimination her parents faced. She describes the struggle of very ordinary people. Her characters are the new black Britons. She entertains with her stories, but she also speaks for the children of the Windrush passengers.

Questions:

how old is this person?

What did she do?

Where did her family come from?

What is her contribution to live in Britain today?

Text 2 - Lenny Henry

Lenny Henry was born in Dudley in the West Midlands. His Jamaican family emigrated to Britain in the 1950s and settled in an area where many new immigrants found work. Lenny was one of only three black boys at his school and remembers being "different" and noticed.

Lenny went on to become one of Britain's best loved comedians and he now has numerous TV series and shows to his name. He first used stand-up comedy where he conversed with the audience and challenged their racist comments. Some of his best loved characters are stereotyped black personalities. He is popular with all sections of the British public.

For the past 15 years Lenny has worked hard to raise money for the charity Comic Relief and he is one of the main founders and organisers. Comic Relief raises money for disadvantaged young people throughout the UK. He also works to help prevent the discrimination that his own community suffered in the past. He helps young black comedians start their careers and encourages producers to use more black workers on film sets. He now has his own production company and makes very varied television shows and documentaries.

Questions:

how old is this person?

What did he do?

Where did his family come from?

What is his contribution to live in Britain today?

Text 3 Diane Abbott

Diane Abbott was born in to a Jamaican family in London in 1953. She worked hard and did well at school and went on to study at Cambridge University. Since Cambridge, she has had a very successful career as a TV researcher, a journalist and as a politician.

Diane made headlines in 1987 when she became the first black female member of Parliament. She continues to represent the London boroughs of Hackney and Stoke Newington. These inner-city areas have a population which is 60% black. However, she has made her voice heard far beyond her own area.

Diane works hard to challenge problems of racial inequality and discrimination. She continues to campaign for more black people in Parliament. There are now 12 black MPs, many local government councillors and key decision makers in all areas of government. Diane does not think this is enough and is constantly promoting the needs and concerns of her community and its people. She now has a very high profile in the British media and is one of many Windrush children who are helping shape British society today.

Questions:

how old is this person?

What did she do?

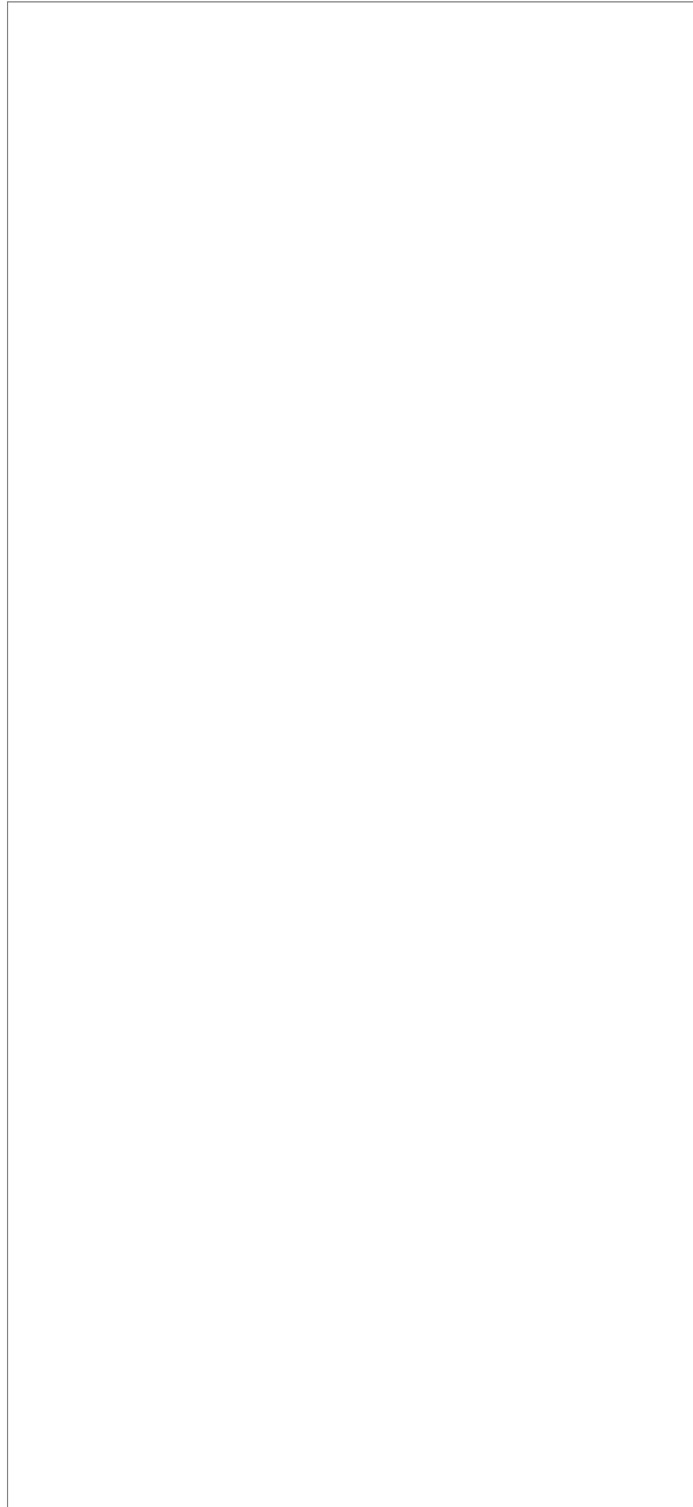
Where did her family come from?

What is her contribution to live in Britain today?

Anne-Charlotte Legrand – Académie de Versailles

5d- Wind Rush Child

Windrush Child by John Agard



**6) Britain and Malta (1964)
cf dossier Malta**

7) Leaving the Commonwealth : the Barbados case

DST: Commonwealth games? Textes meeting points 2nde (à retrouver) / changement à venir dans le protocole suite à la tournée du Jubilé des royals

Idée en plus:

<https://blackpresence.co.uk/>

barbados: cf dossier

+

Text 1 -

Text 1 -

Barbadian soldiers fired a 21-gun salute as the country's national anthem played during a crowded ceremony at Heroes Square in the capital of Bridgetown. Sandra Mason, who previously served as Barbados' royally appointed governor-general, was sworn in as the republic's new president. "Vessel Republic Barbados has set sail on her maiden voyage," said Mason following the ceremony, per BBC News. "May she weather all storms and land our country and citizens safely on the horizons and shores which are ahead of us."

The country's leaders first revealed their plan to become a republic in September 2020.

"The time has come to fully leave our colonial past behind," wrote Prime Minister Mia Amor Mottley in a speech prepared for Mason. "Barbadians want a Barbadian head of state."

Barbados' Parliament chose Mason to take on the newly created role of president last month. Mottley presided over Tuesday's watershed ceremony, which counted many famous Barbadians—including international pop star Rihanna—among its attendees. Mottley honored the singer as a "national hero," citing her "extraordinary commitment to the land of her birth," reports Livia Albeck-Ripka for the New York Times.

Though its leaders no longer swear loyalty to the crown, Barbados remains part of the Commonwealth of Nations, a voluntary organization of 54 former British colonies that the queen has sought to uphold throughout her reign. As Amy McKeever reports for National Geographic, the association took shape in the late 19th and early 20th centuries, when wars and decolonization movements weakened the once-dominant British Empire.

Fifteen realms in the Commonwealth, including Canada and Jamaica, still recognize Elizabeth as their head of state, report Yuliya Talmazan and Shira Pinson for NBC News.

European colonization of Barbados dates to the 16th century. According to Encyclopedia Britannica, the region's first settlers may have migrated from South America as early as 1600 B.C.E. Indigenous Arawak and Carib people inhabited the island between roughly 500 and 1500 C.E. English colonizers laid claim to Barbados in 1625, rapidly establishing farms staffed by enslaved African people. By the end of the so-called sugar revolution in the early 19th century, European enslavers had deported some 2.3 million enslaved Africans to sugar plantations in Barbados and other Caribbean colonies, generating huge profits for English investors.

Historian Hilary M. Beckles of the University of the West Indies has argued that chattel slavery on Barbadian soil set the standard for similarly brutal enslavement on other Caribbean islands. In the preface to his 2016 book *The First Black Slave Society*, Beckles wrote that English enslavers' decisions to invest in plantation slavery on Barbados "accelerated the pace of mass enslavement of Africans as the basis of Europe's colonial projects in the Atlantic world." For two centuries, British forces enslaved nearly half a million African people on Barbadian sugar plantations, reported Jon Hurdle for the New York Times in 2017. Britain abolished slavery in 1834, prompted in part by massive anti-slavery uprisings such as the 1816 Bussa's rebellion, writes historian Padraic X. Scanlan for the Washington Post.

Some of the chief investors in the transport of enslaved African people to the Caribbean were members of the British royal family. During Tuesday's ceremony, Prince Charles, heir to the English throne, acknowledged Barbados' history of enslavement but did not apologize for the monarchy's role in sustaining it.

"From the darkest days of our past, and the appalling atrocity of slavery, which forever stains our history, the people of this island forged their path with extraordinary fortitude," said Charles, who attended the event as a guest of honor in his 95-year-old mother's stead.

A generation of political leaders inspired by the global Black power and anti-colonialist movements of the 1960s and '70s helped negotiate Barbados' independence in the 20th century. In his first speech in front of the United Nations, Barbados' inaugural prime minister, Errol Barrow, declared that the newly formed nation would be "friends of all, satellites to none." He urged his country not to "loiter on colonial premises."

Neighboring Caribbean islands became republics shortly after gaining their independence. (Guyana cast off royal rule in 1970, and Trinidad and Tobago followed suit in 1976.) But Barbados' road to republicanism proved far longer.

As Mark Landler and Azam Ahmed wrote for the New York Times last September, the summer 2020 Black Lives Matter protests reignited debates about Barbados' relationship with colonial rule, spurring Mottley and other leaders to break with Elizabeth. Some historians suggest that Barbados' historic decision will prompt the queen's remaining 15 realms to follow suit.

"It is a monumental step," Kristina Hinds, a political scientist at the University of the West Indies, tells NBC News. "I think it is part of the evolution of our independence, and it is certainly long overdue."

Nora McGreevy - Smithsonian.com

texte 2:

Barbados has officially removed Queen Elizabeth II as its head of state and become the world's newest republic.

Anne-Charlotte Legrand – Académie de Versailles

In an overnight ceremony in the capital, Bridgetown, Dame Sandra Mason was sworn in as president.

The Prince of Wales and Barbadian singer Rihanna attended the event, which coincided with the country's 55th anniversary of independence.

In a speech, Prince Charles acknowledged the "appalling atrocity of slavery" the Caribbean island suffered.

The new era for Barbados ends Britain's centuries of influence over the island, which was a hub for the transatlantic slave trade for more than 200 years.

To signify the official change of power, a final salute was made to the British monarchy and the Royal Standard flag was lowered and replaced.

Speaking as the guest of honour at the event, Prince Charles reiterated the continuing ties between the two nations despite the constitutional status change.

He described the moment as a new beginning before being awarded the prestigious Order of Freedom of Barbados by the new president.

The Queen sent the country her "warmest good wishes" for "happiness, peace and prosperity in the future" and said the nation holds a "special place" in her heart.

Dame Sandra Mason, 72, the island's governor-general since 2018, was named as president-elect of the nation following a vote in parliament last month. She now replaces the Queen as the head of state.

"Vessel Republic Barbados has set sail on her maiden voyage. May she weather all storms and land our country and citizens safely on the horizons and shores which are ahead of us," she said after being sworn in.

Barbados announced its plan to become a republic last year, but it will remain within the Commonwealth.

Formerly known as the British Commonwealth, the Commonwealth of Nations is a loose association of former British colonies and current dependencies, along with some countries that have no historical ties to Britain.

Idée Dst: jamaica texte Meeting Point 2nde, cf pdf

NAME :								
EE From Isle to Isle								
SUJET 1 Which country of the Commonwealth is the most attractive to you ? Why ? OU SUJET 2 : What makes the Unity of the Commonwealth according to you ?								
	Qualité du contenu	Pt score	Cohérence de la construction du discours	Pt score	Correction de la langue écrite	Pt score	Richesse de la langue	Pt score
C1	J'ai traité le sujet et j'ai produit un écrit fluide, convainquant, étayés par des éléments (inter)culturels pertinents.	30	J'ai produit un récit ou une argumentation complexe, cela m'a permis de démontrer d'un usage d'une langue et d'un raisonnement structurés.	30	J'ai une langue correcte grammaticalement, y compris lorsque je mobilise des structures complexes.	30	J'utilise de manière pertinente un vaste répertoire lexical incluant des expressions idiomatiques, des nuances de formulation et des structures variées.	30
	B2 +	25	B2 +	25	B2 +	25	B2 +	25
B2	J'ai argumenté de façon logique et approfondie, en donnant des exemples concrets, issu du cours et des exemples personnels J'ai écrits plus de 200 mots	20	Mes idées faisaiient sens, les arguments étaient logiques et convainquant, j'ai exprimé mon opinion de façon claire et précise. J'ai répondu à la question de façon pertinente	20	J'ai une bonne maîtrise des structures simples et courantes. Les erreurs sur les structures complexes ne donnent pas lieu à des malentendus	20	Je produis un texte dont l'étendue du lexique et des structures sont suffisantes pour permettre des précisions et une variété des formulations.	20
	B1 +	15	B1 +	15	B1 +	15	B1 +	15
B1	J'ai écrits environ 150 à 200 mots, j'ai chercher à argumenter et à expliciter mon choix en donnant un ou deux exemples, j'ai cherché à donner des exemples concrets	10	J'ai chercher à argumenter et je me suis appliqué à écrire une opinion claire, j'ai essayé de répondre à la question mais ce n'était pas toujours pertinent ou logique	10	Je maîtrise des structures simples et courantes. Les erreurs sur les structures simples ne gênent pas la lecture.	10	Je peux produire un texte mais je n'ai pas suffisamment de vocabulaire: je dois utiliser des périphrases et de répétitions	10
	B1-	7	B1-	7	B1-	7	B1-	7
A2	J'ai traité le sujet et produit un écrit court et peu étayé.	5	J'ai exposé une expérience ou un point de vue en utilisant des connections élémentaires	5	Je produis un texte immédiatement compréhensible malgré des erreurs fréquentes.	5	Je peux produire un texte dont les mots sont adaptés à l'intention de communication, mais mon répertoire lexical est limité	5
	A2 -	4	A2 -	4	A2 -	4	A2 -	4
A1	J'ai amorcé une production écrite en lien avec le sujet	3	J'ai énuméré des informations simples et brèves.	3	Je produis un texte globalement compréhensible mais il n'est pas facile de me comprendre	3	Je peux produire un texte intelligible malgré un lexique pauvre.	3
Pré-	J'ai rassemblé des mots	1	J'ai rassemblé des notes,	1	Je produis un écrit	1	Je peux produire	1

A1	isolés, en lien avec le sujet.		non articulées		mais il est peu intelligible.		quelques éléments stéréotypés.	
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	0	1-12				13-17			18-20			21-25			26-39			40-59			60+	B1-B2
NOTE s/ 20	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	

NAME :

From Isle to Isle- The Common wealth

Sujet 1 : Is there a unity in the Commonwealth according to you ?
OU
Sujet 2 : Is there a need for the Commonwealth ?

	Qualité du contenu	Pt score	Cohérence de la construction du discours	Pt score	Correction de la langue écrite	Pt score	Richesse de la langue	Pt score
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B2	J'ai argumenté de façon logique et approfondie, en donnant des exemples concrets, issu du cours et des exemples personnels J'ai écrits plus de 200 mots	20		20	J'ai une bonne maîtrise des structures simples et courantes. Les erreurs sur les structures complexes ne donnent pas lieu à des malentendus	20	Je produis un texte dont l'étendue du lexique et des structures sont suffisantes pour permettre des précisions et une variété des formulations.	20
	B1 +	15	B1 +	15	B1 +	15	B1 +	15
B1	J'ai écrits environ 150 à 200 mots, j'ai chercher à argumenter et à expliciter mon choix en donnant un ou deux exemples, j'ai cherché à donner des exemples concrets	10		10	Je maîtrise des structures simples et courantes. Les erreurs sur les structures simples ne gênent pas la lecture.	10	Je peux produire un texte mais je n'ai pas suffisamment de vocabulaire: je dois utiliser des périphrases et de répétitions	10
	B1-	7	B1-	7	B1-	7	B1-	7
A2	J'ai traité le sujet et produit un écrit court et peu étayé.	5	J'ai exposé une expérience ou un point de vue en utilisant des connections élémentaires	5	Je produis un texte immédiatement compréhensible malgré des erreurs fréquentes.	5	Je peux produire un texte dont les mots sont adaptés à l'intention de communication, mais mon répertoire lexical est limité	5
	A2 -	4	A2 -	4	A2 -	4	A2 -	4

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A1	J'ai amorcé une production écrite en lien avec le sujet	3	J'ai énuméré des informations simples et brèves.	3	Je produis un texte globalement compréhensible mais il n'est pas facile de me comprendre	3	Je peux produire un texte intelligible malgré un lexique pauvre.	3
Pré-A1	J'ai rassemblé des mots isolés, en lien avec le sujet.	1	J'ai rassemblé des notes, non articulées	1	Je produis un écrit mais il est peu intelligible.	1	Je peux produire quelques éléments stéréotypés.	1

	0	1-12				13-17			18-20			21-25			26-39			40-59			60+	B1-B2
NOTE s/ 20	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	