

## PROPOSITION DE CORRIGÉ LV2

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

#### I. COMPRÉHENSION DE L'ÉCRIT (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 de la série L traitent les questions A et B.

#### Document A

A. 1. The document is a poster advertising trips on / an advertisement for White Star Line steamers.

1 pt

2. The document targets the not-so-rich, informing people the steamers offer "third class accommodation".

1 pt

#### B. Accepter 2 idées parmi les suivantes :

- The steamer is much bigger than the other ships.
- It is moving to the right of the picture whereas the others are either going in other directions, or floating still / anchored in the harbour.
- The other ships are in the dark, whereas the light is on the steamer.
- The steamer is the embodiment of modernity and technology.

The steamer in the middle is **gigantic** / **much more powerful**. She seems to be heading towards the **future**.

(2 + 2) + 2 pts = 6 pts

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

**C. Accepter 2 idées parmi les suivantes :**

The Statue of Liberty can be associated with the ship as it symbolises:

- the promise of freedom,
- a land of opportunity,
- a better life,
- the American Dream / immigration in the USA.

The ship is the means to reach these ideals by going to the USA.

**3 pts**

**Document B**

**Tous les candidats de la série L traitent les questions de D à K.**

**D. 1.** Harry is Helen's son.

**1 pt**

**2.** Helen seems to be **overprotective** and **proud** of him.

**Overprotective:** "She fussed around her son" (l. 2) / "brushing flecks of dust from his trousers and stray hairs from the shoulders of his jacket" (ll. 2-3) / "the attention she paid to him" (ll. 3-4)

"tugging at his waistcoat to remove a slight pucker and pulling at his cap to straighten it." (ll. 7-8)

"she chided" (l. 9)

**Proud:** "the unmistakable look of pride on her face" (l. 4), "pride in the fact that her son was to work as a steward on *Titanic's* maiden voyage" (ll. 4-5)

"Her background didn't prevent her from being a proud mother, and she was absolutely delighted that her son was going to be one of the three hundred stewards who would work on this much-talked-about ship" (ll. 16-19)

- **Une justification est requise pour chaque adjectif.**

**2 + 2 = 4 pts**

**E.** Harry is about to leave home to **work** on *Titanic*.

It is the **maiden voyage** of *Titanic*.

**2 pts**

F. He is a **steward**: his job consists in **looking after passengers** on board a ship.

**1 + 1 = 2 pts**

G. HONOURED → “pride in the fact that her son was to work as a steward on Titanic’s maiden voyage” (ll. 4-5).

ENTHUSIASTIC → “delighted that her son was going to be one of the three hundred stewards” (l. 18), “especially pleased that Harry had been assigned to steerage class” (l. 22).

- **Aucun point si pas de justification.**
- **Aucun point si la justification contredit le choix.**
- **0.5 point si la justification est impropre mais ne contredit pas le choix.**

**2 x (1 + 1) = 4 pts**

H. 1. **False**: “look after those third-class passengers” (ll. 9-10), “assigned to steerage class” (l. 22)

2. **True**: “one of the three hundred stewards” (l. 18)

3. **False**: “to make business contacts” (l. 15)

4. **False**: “It hadn’t actually been Harry’s intention to work on the ship at all.” (ll. 24-25)

- **Aucun point si pas de justification**
- **Aucun point si la justification contredit le choix**

**(0,5 + 0,5) x 4 = 4 pts**

I. 1. She comes from a working-class family.

**1 pt**

2. She advises him to **work hard** and to **attend to the third-class passengers with the care and respect they deserve**.

As a working-class woman she values a strong work ethic and she knows that the richer you are the more respect you get. She encourages her son to act with the not-so-rich as he would with the first-class passengers.

**2 + 2 pts = 4 pts**

J. Helen disapproves of / does not care for the upper class: “Helen Walsh had no time at all for the stuck-up American millionaires and socialites” (ll. 14-15).

And yet, she feels curious about the upper class’s luxurious way of life:  
“[she] would have quite liked to know exactly how ostentatious the first-class accommodations were” (ll. 21-22).

**2 + 2 pts = 4 pts**

K. 1. To Harry, it is not so important: working on *Titanic* is a result of circumstances. It is his mother’s pride which is meaningful to him.

**2 pts**

2. To Helen, Harry working on *Titanic* is a subject of pride, something to boast about to her friends.

**2 pts**

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

L. “a Walsh” (l. 7): Harry is a **member of the Walsh family**, who belong to the working-class. The mother reminds him of his **social status** by calling him “a Walsh”.

“Harry Daniel Walsh” (l. 9): She uses his **full name** (including his middle name). She gives **him some importance / feels the moment is solemn** / shows him that he, as Harry Daniel Walsh, is as valuable and unique as a man from the upper-class.

- **Toute idée pertinente sera acceptée.**

**4 pts**

### **Document C**

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

M. The document focuses on the first-class passengers.

**1 pt**

- N. 1.** “a rare gathering of beautiful women and splendid men” (ll. 1-2)  
 2. “many celebrated names” (l. 3)  
 3. “regularly found acquaintances” (l. 7)

**1 pt + 1 pt + 1 pt = 3 pts**

**O.1.**

Name	Job	Destination	Purpose for travelling
<b>Frank Millet</b>	<b>Artist</b>	Washington	<b>To design Lincoln memorial</b>
<b>Archie Butt</b>	<b>White House aide</b>	Home	Election campaign
<b>Lady Duff Gordon</b>	<b>Couturiere</b>	New York City	<b>Business in her salon</b>

**0,5 x 8 = 4 pts**

2. They are portrayed as important, hard-working people who are not travelling for leisure but for business. The other group is described as an idle class bent on leisure.

**2 pts**

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

**P.** It is a society in miniature:

It contains examples of people who represent the elite / ruling class of the Edwardian era (artists, politicians, businessmen / women).

It is described as “exquisite” as their refined manners and elegant attire distinguish them from the middle and lower classes.

**4 pts**

## Documents A, B and C

Tous les candidats de la série L traitent les questions Q et R.

**Q.** In all three documents, the primary function is to transport people. Both Document A and Document B show the different social classes on the *Titanic* whereas Document C focuses on the upper class.

### **Pistes possibles:**

**Doc A:** In the ad, the primary function of *Titanic* is to transport people, including third-class passengers. Even people who are not very rich can make the crossing and live the American dream. As she stands out in the ad, and because she is associated with the Statue of Liberty, it conveys an idea of power and freedom.

**Doc B:** The primary function is to enable people of various social backgrounds to cross the Atlantic. And yet, the different social classes will not mingle as they will travel on separated parts of the ship. Even if Harry is a steward on board, he will never improve his social status.

**Doc C:** The primary function is to transport wealthy people who want to cross the Atlantic for leisure or for professional reasons. The *Titanic* is also a place where the rich and famous can meet and be among themselves. Travelling on the *Titanic* is a sign of belonging to the elite of their time.

- 4 points maximum si le candidat n'utilise que deux documents
- 2 points maximum si le candidat n'utilise qu'un document
- Toute idée pertinente sera acceptée.

6 pts

### **R. Pistes possibles :**

**Doc A:** The *Titanic* is an object of fascination as she was a technical feat. One may wonder how such a huge boat could sail the ocean. As her name suggests, she was unrivalled.

**Doc B:** The *Titanic* fascinates Helen because of her wealthy passengers and their luxurious first-class cabins. She would like to see what the first-class accommodation looks like.

**Doc C:** The *Titanic* fascinated the people of her time because she transported many rich and famous people, supposedly travelling only for leisure. The ship was a symbol of everything that was beautiful and luxurious at the time.

- 4 points maximum si le candidat n'utilise que deux documents
- 2 points maximum si le candidat n'utilise qu'un document

6 pts

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

**S. Pistes possibles :**

**Doc A:** The scene on the poster seems to be carefully staged as the ship takes centre stage and the harbour seems to be her setting.

**Doc B:**

First, the scene when Harry is helped to get dressed is theatrical and could be visually staged. The verbs “fussed around”, “brushing flecks of dust”, “smiled” (ll. 2-3), “tugging at his waistcoat to remove a slight pucker”, “pulling at his cap” (ll. 7-8), “chided” (l. 9) could easily function as stage directions.

Then, it is as if Harry were preparing himself as an actor would before getting onstage (the boat here). His uniform becomes a costume.

Keeping up appearances is quite important. The whole text is about giving a good impression of all sorts of people (passengers, parents, or neighbours). The mother is eager to tell her son’s stories to show off to her friends.

**Doc C:** The *Titanic* stages the Edwardian world in an enclosed place. The rich and the famous play their part in a performance where luxury is capital.

- **6 points maximum si le candidat n’utilise que deux documents**
- **3 points maximum si le candidat n’utilise qu’un document**

**9 pts**

## QUESTIONNAIRE À TRAITER PAR LES CANDIDATS LV2 Séries ES / S

### I. COMPRÉHENSION DE L'ÉCRIT (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/S traitent toutes les questions.

#### Document A

A. 1. The document is a poster advertising trips on / an advertisement for White Star Line steamers.

1 pt

2. The document targets the not-so-rich, informing people the steamers offer "third class accommodation".

2 pts

#### B. Accepter 2 idées parmi les suivantes :

- The steamer is much bigger than the other ships.
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- The other ships are in the dark, whereas the light is on the steamer.
- The steamer is the embodiment of modernity and technology.

The steamer in the middle is **gigantic** / **much more powerful**. She seems to be heading towards the **future**.

(1 + 1) + 2 pts = 4 pts

#### Document B

C. 1. Harry is Helen's son.

1 pt



2. Helen seems to be **overprotective** and **proud** of him.

**Overprotective:** “She fussed around her son” (l. 2) / “brushing flecks of dust from his trousers and stray hairs from the shoulders of his jacket” (ll. 2-3) / “the attention she paid to him” (ll. 3-4)

“tugging at his waistcoat to remove a slight pucker and pulling at his cap to straighten it.” (ll. 7-8)

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**Proud:** “the unmistakable look of pride on her face” (l. 4), “pride in the fact that her son was to work as a steward on *Titanic*’s maiden voyage” (ll. 4-5)

“Her background didn’t prevent her from being a proud mother, and she was absolutely delighted that her son was going to be one of the three hundred stewards who would work on this much-talked-about ship” (ll. 16-19)

- **Une justification est requise pour chaque adjectif.**

**2 + 2 = 4 pts**

**D. Harry is about to leave home to work on *Titanic*.**

It is the maiden voyage of *Titanic*.

**2 pts**

**E. He is a steward:** his job consists in **looking after passengers** on board a ship.

**1 + 1 = 2 pts**

**F. HONOURED** → “pride in the fact that her son was to work as a steward on *Titanic*’s maiden voyage” (ll. 4-5).

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- G. 1. False:** “look after those third-class passengers” (ll. 9-10), “assigned to steerage class” (l. 22)
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**H. 1.** She comes from a working-class family.

**1 pt**

**2.** She advises him to **work hard** and to **attend to the third-class passengers with the care and respect they deserve.**

As a working-class woman she values a strong work ethic and she knows that the richer you are the more respect you get. She encourages her son to act with the not-so-rich as he would with the first-class passengers.

**2 + 2 pts = 4 pts**

**I.** Helen disapproves of / does not care for the upper class: “Helen had no time at all for the stuck-up American millionaires and socialites” (ll. 14-15).

And yet, she feels curious about the upper class’s luxurious way of life:

“[she] would have quite liked to know exactly how ostentatious the first-class accommodations were” (ll. 21-22).

**2 + 2 pts = 4 pts**

### **Document C**

**J.** The document focuses on the first-class passengers.

**2 pts**

- K. 1.** “a rare gathering of beautiful women and splendid men” (ll. 1-2)
2. “many celebrated names” (l. 3)
3. “regularly found acquaintances” (l. 7)

**1 pt + 1 pt + 1 pt = 3 pts**

L. 1.

Name	Job	Destination	Purpose for travelling
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<b>Lady Duff Gordon</b>	<b>Couturiere</b>	New York City	<b>Business in her salon</b>

**0,5 x 8 = 4 pts**

2. They are portrayed as important hard-working people who are not travelling for leisure but for business. The other group is described as an idle class bent on leisure.

**2 pts**

### **Documents A, B and C**

**M.** In all three documents, the primary function is to transport people. Both Document A and Document B show the different social classes on the *Titanic* whereas Document C focuses on the upper class.

#### **Pistes possibles :**

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- **4 points maximum si le candidat n'utilise que deux documents**
- **2 points maximum si le candidat n'utilise qu'un document**

**6 pts**

## CALCUL DE LA NOTE FINALE

TABLEAU RÉCAPITULATIF DES NOTES			
I – COMPRÉHENSION note /10 non arrondie			
Questions	<b>BARÈME</b> Séries L – LVO	<b>BARÈME</b> Série L – LVA	<b>BARÈME</b> Séries ES / S
<b>A.</b>	A. 1. 1 pt A. 2. 1 pt	A. 1. 1 pt A. 2. 1 pt	A. 1. 1 pt A. 2. 2 pts
<b>B.</b>	6 pts	6 pts	4 pts
<b>C.</b>		3 pts	C. 1. 1 pt C. 2. 4 pts
<b>D.</b>	D. 1. 1 pt D. 2. 4 pts	D. 1. 1 pt D. 2. 4 pts	2 pts
<b>E.</b>	2 pts	2 pts	2 pts
<b>F.</b>	2 pts	2 pts	4 pts
<b>G.</b>	4 pts	4 pts	4 pts
<b>H.</b>	4 pts	4 pts	H. 1. 1 pt H. 2. 4 pts
<b>I.</b>	I. 1. 1 pt I. 2. 4 pts	I. 1. 1 pt I. 2. 4 pts	4 pts
<b>J.</b>	4 pts	4 pts	2 pts
<b>K.</b>	K. 1. 2 pts K. 2. 2 pts	K. 1. 2 pts K. 2. 2 pts	3 pts
<b>L.</b>		4 pts	L. 1. 4 pts L. 2. 2 pts
<b>M.</b>	1 pt	1 pt	6 pts
<b>N.</b>	3 pts	3 pts	
<b>O.</b>	O. 1. 4 pts O. 2. 2 pts	O. 1. 4 pts O. 2. 2 pts	
<b>P.</b>		4 pts	
<b>Q.</b>	6 pts	6 pts	
<b>R.</b>	6 pts	6 pts	
<b>S.</b>		9 pts	
Sous-total partie compréhension	(... / 60 pts) ÷ 6 = .../10 <b>Ne pas arrondir</b>	(... / 80 pts) ÷ 8 = ... /10 <b>Ne pas arrondir</b>	(... / 50 pts) ÷ 5 = .../10 <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>	(... / 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, (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>		

**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 2017 - 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,</p> <p><b>Touche personnelle</b> et/ou référence pertinente à des notions culturelles.</p>	<b>5</b>		<p><b>Point de vue clair, discours naturellement étayé</b> par des éléments pertinents</p>	<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>5</b>	<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>	<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>Effort soutenu d'articulation dans le discours</b></p> <p><b>MEME SI</b> exemples et arguments sont introduits de façon maladroite</p>	<b>4</b>	<b>5</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>4</b>	<b>5</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>4</b>	<b>5</b>
						<b>3</b>	<b>4</b>	<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>	<b>3</b>	<b>4</b>	
<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>	<b>2</b>	<b>3</b>	<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>	<b>2</b>	<b>3</b>	<p><b>Production globalement compréhensible,</b></p> <p><b>MAIS</b> les erreurs se multiplient, au point de rendre la lecture peu aisée.</p>	<b>2</b>	<b>3</b>	<p><b>Vocabulaire pauvre,</b> nombre important de périphrases, incorrections, répétitions,</p> <p><b>MEME SI</b> le discours reste intelligible.</p>	<b>2</b>	<b>3</b>
<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 pratiquement inintelligible.</b></p> <p>Erreurs très nombreuses</p>	<b>0</b>	<b>1</b>	<p><b>Vocabulaire très pauvre</b></p> <p>Discours pratiquement inintelligible.</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>5 points</b>			<b>5 points</b>			<b>5 points</b>			<b>5 points</b>		

**BACCALAURÉAT 2017 - 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,</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>		<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>	
<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>	<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 des 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>Effort soutenu d'articulation dans le discours</b>  <b>MEME SI</b> exemples et arguments sont introduits de façon maladroite	<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>
<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>	<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>	<b>Production 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>
<p><b>Partielle (une tâche non traitée)</b> ou pas de véritable tentative de réponse</p>	<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>		