

IMPROVING YOUR GRADE

Controlled assessment checklist

- Use what you have prepared in your blue book
- Read the feedback and act upon it
- Break down each bullet point (What can you write/talk about)
- Use opinions in every paragraph
- Justify your answer
- Use a variety of vocab (no repetitions)
- Use a variety of tenses (C: 3 tenses ; A: 5+ tenses)
- Use complex structures balanced throughout the assessment
- Use some plurals for variety
- Made comparisons
- Check accuracy (ask a friend to read it!!)
- Check in a dictionary that the genders are correct
- Check the general structure (Do you jump from one thing to another or if somebody who doesn't know reads it, will he/she understand what you are writing/talking about?)

Connectives:

These will help you building longer sentences. Use them when you practise and recycle them when preparing your assessment.

et	<i>and</i>	donc	<i>so</i>
mais	<i>but</i>	par exemple	<i>for example</i>
aussi	<i>also</i>	depuis	<i>since</i>
comme	<i>as / like</i>	pendant	<i>for/during</i>
pas seulement	<i>not only</i>	puisque	<i>since</i>
mais aussi	<i>but also</i>	car	<i>because</i>
parce que	<i>because</i>	si	<i>if</i>
à part	<i>except from</i>	quand	<i>when</i>
où	<i>where</i>	néanmoins	<i>nonetheless</i>
bien que	<i>although</i>	d'ailleurs	<i>incidentally/ by the way</i>
alors que	<i>whereas</i>	avant	<i>before</i>
y compris	<i>including</i>	après	<i>after</i>
puis	<i>then</i>	dont	<i>which</i>
d'une part... d'autre part	<i>on one hand... on the other hand</i>	étant donné que	<i>given that</i>

Complex structures:

★ Possessive adjectives but not only **mon, ma** and **mes** (my). Think of the other forms **son, sa, ses, nos, notre, leurs...**

★ Object pronouns : Ma maison est bleue. On **la** voit de loin depuis la rue. (My house is blue. One can see **it** from afar in the street.) Ma mère a fait des biscuits et nous **les** avons mangés en toute vitesse. (My mum baked biscuits and we ate **them** really quick.)

★ Comparison and superlatives:

- plus ... que : more ... than. Ma ville est plus jolie que Londres. (My town is prettier than London)
- moins ... que : less ... than. Mais c'est plus petit que Londres. (but it's less big than London.)
- le/la plus : the most. Ma chambre est la plus cool. (My bedroom is the coolest)
- le/la moins : the least. Mon chien est le moins actif de tous les chiens. (My dog is the least active of all the dogs.)

★★ Infinitive structures with a verb:

- on peut + inf : one can + inf. Ici, **on peut faire** du ski nautique. (Here, one can water ski.)
- on doit + inf : one must + inf. **On doit écouter** ses parents. (One must listen to her/his parents)
- J'essaie de + inf : I try to. **J'essaie d'aider** à la maison. (I try to help at home)
- Il vaut mieux + inf : it's better. **Il vaut mieux vivre** ici qu'à la ville. (It's better to live here than in the city)
- je préfère + inf : I prefer to + inf. **Je préfère aller** à la piscine à pied. (I prefer to go to the pool walking)
- je viens de + inf : I just + past participle verb. **Je viens de déménager**. (I just moved house)
- j'aime/je déteste + inf : I like/hate + inf. **J'aime jouer** dans mon jardin. (I like to play in my garden.)
- Il faut + inf : it's necessary to + inf. **Il faut participer** à la vie du village. (It's necessary to participate in the village's life)

★★ Infinitive structures after a preposition:

- Pour + inf : In order to + inf. **Pour** me détendre, j'aime écouter de la musique. (In order to relax, I like to listen to music)
- adj à + inf : adj to + inf. C'est **facile à** faire. (It's easy to do)
- beaucoup à + inf : a lot to + inf. **Il y a beaucoup à** voir dans ma région. (There is a lot to see in my region)
- avant + inf + de: before/after + verb -ing. **Avant de** vivre ici... (Before living here...)

★★★ adverbial phrases: Using **en+** gerond. **En arrivant** ici, je ne connaissais personne. (Arriving here, I knew nobody.)

★★★ Subjunctives: (please don't spend too much time trying to make sense of it and just memorise few set phrases)

- Il faut que **je fasse** mes devoirs. (*I must do my homework*)
- Je ne crois pas que **ce soit** une bonne idée. (*I don't think it is a good idea*)
- Je regrette **qu'il n'y ait** pas plus pour les jeunes. (*I regret that there isn't more for young people*)
- Je doute que **ma ville soit** la plus intéressante. (*I doubt that my town is the most interesting*)
- Je suis content que **mes parents aient décidé** de venir vivre ici. (*I'm happy my parents decided to come live here.*)

Some random ones:

- Je pense que: *I think that*
- selon moi/ ma mère/ mes parents: *according to me/my mum/my parents*
- Je crois que...: *I think/believe that...*
- d'habitude: *usually*
- Je suis fière de + inf: I am proud to +inf. Je suis fière d'appartenir à ma communauté. (*I'm proud to belong to my community*)
- depuis/ pendant: J'ai habité à Manchester pendant un an. (*I lived in Manchester for a year.*) Je vis ici depuis cinq ans. (*I've been living here for five years.*)
- J'ai besoin de : *I need*
- alors parfois : so sometimes... J'aime jouer au hockey alors parfois on se donne rendez-vous avec mes copines pour jouer. (*I like to play hockey so sometimes I meet up with my friends to play*)
- Ce que j'aime/déteste: what I like/hate. Ce que j'aime c'est passer mes après-midi dans le hamac. (*What I like is to spend my afternoons in the hammoc*)
- en revanche : however (but nicer). Je passe beaucoup de temps avec mes copains, en revanche je rend visite à ma grand-mère tous les dimanche. (*I spend a lot of time with my friends however I visit my grandma every Sunday.*)
- ce que je trouvais: which I found. Il y avait un beau jardin ce que je trouvais très agréable. (*There was a big garden, which I found very pleasing.*)

Assessment Criteria

Content

Marks	Criteria
13-15	Very Good Fully relevant and detailed response to the task. Sound ability to convey information clearly, express and explain ideas and points of view. Well organised structure.
10-12	Good Mostly relevant response to the task and shows ability to convey a lot of information clearly, express and explain ideas and points of view.
7-9	Sufficient Response to the task is generally relevant with quite a lot of information clearly communicated. Points of view are expressed and ideas are developed.
4-6	Limited Limited response to the task with some relevant information conveyed. Simple opinions are expressed and there is some development of basic ideas.
1-3	Poor Very limited response to the task with little relevant information conveyed. No real structure.
0	The answer shows no relevance to the task set. A zero score will automatically result in a zero score for the answer as a whole.

Range Of Language

Marks	Criteria
9-10	Wide variety of appropriate vocabulary and structures. More complex sentences are handled with confidence and verb tenses are used successfully.
7-8	Good variety of appropriate vocabulary and structures used. More complex sentences are attempted and are mostly successful.
5-6	Some variety of vocabulary and structures used, including attempts at longer sentences using appropriate linking words which are sometimes successful.
3-4	Vocabulary is appropriate to the basic needs of the task and structures are mostly simple.
1-2	Inappropriate vocabulary with little understanding of language structure.
0	No language produced which is worthy of credit.

Accuracy

Marks	Criteria
5	Largely accurate, although there may still be some errors especially in attempts at more complex sentences. Verbs and tense formations are secure.
4	Generally accurate with errors occurring in attempts at more complex sentences. Verb and tense formations are usually correct.
3	More accurate than inaccurate. Verb forms and tense formations are sometimes unsuccessful. The intended meaning is clear.
2	Many errors which often impede communication. Verb forms are rarely accurate.
1	Limited understanding of the most basic linguistic structures. Frequent errors regularly impede communication.
0	No language produced which is worthy of credit.

Please complete here before you start your Controlled Assessment's preparation

My last assessment content	
Range of Languages	
Accuracy	
My areas for improvement	
My strategies	