All webinar Ofqual Consultaiton 2022

Chat transcript

00:24:29 Julie Prince: Hello all

00:24:37 Vincent Everett: Just listening to the conversation before we started, think I am right in saying these changes will only be for French, Spanish, German?

00:25:00 Catherine.Ames: For the time being yes!

00:31:04 Ruth: Q could links be shared here to be accesible to all

00:31:30 Caroline Afolabi-Deleu: Thanks

00:33:41 Vincent Everett: For example

https://www.tandfonline.com/doi/full/10.1080/09571736.2022.2045680

00:35:34 Vanessa Merchadier: Q: will IGCSE French be affected at some point at all please?

00:36:20 Jane Harvey: no, it is not governed by ofqual

00:36:22 Vincent Everett: Really hard to find this consultation by googling it

00:36:39 Caroline Afolabi-Deleu: Currently what is the comparable CEFR level of the GCSE?

00:37:00 hannah: I believe Higher is roughly B1

00:40:20 Paul Scales: Don't see a problem with moving to a mixed skill approach - we already have that at A level

00:40:49 Joe Dale: Is this the document? https://www.gov.uk/government/publications/gcse-9-to-1-subject-level-conditions-and-requirements-for-modern-foreign-languages

00:41:34 Joe Dale: There is this document too https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\_data/file/933254/GCSE\_Subject\_Level\_Conditions\_and\_Requirements\_for\_Modern\_Foreign\_Languages\_and\_Certificate\_Requirements\_\_2021\_.pdf

00:42:14 Vincent Everett: that's it. how do you respond to the consultation? this is just a pdf

00:43:16 hannah: In my view the role play prompts need to be re thought

00:43:50 Helen & David: <https://www.gov.uk/government/consultations/subject-level-conditions-and-guidance-for-new-french-german-and-spanish-gcses>

00:50:46 Vincent Everett: they are going to have to read the text for meaning and for phonics. that takes time and thinking. otherwise

00:51:24 Vincent Everett: otherwise you are too busy thinking about meaning to pronounce or the other way round

00:55:15 Vanessa Merchadier: SENdCO kids will suffer !!! that is awful and will put them off

00:55:50 Julie Prince: I take it SSC=GPC?

00:56:47 Julie Prince: Grapheme-Phoneme Correspondence

00:56:59 Vincent Everett: is it clear that dictation is there to tes phonics not grammar

00:58:36 Jenny Hopper: As far as I understand, the dictation is intended to test phonics, but it's an interesting question, particularly given the alternatives that you could have - French as on Helen's slide and German eu and äu for example. Definitely worth clarifying!

00:59:37 Vincent Everett: aller allez allé etc all sound the same

01:00:18 laura d: Very true

01:00:25 Rosemary Hicks: 1

01:00:27 Vincent Everett: one now

01:00:28 hannah: 100% agree with that point - texts should be accessible

01:00:36 Vanessa Merchadier: saoûl, sou, sous …

01:00:42 Vincent Everett: used to be ha allí

01:01:14 Julie Prince: I didn't know that! Thanks Vincent!

01:01:26 hannah: acceptable translation should reflect how professional translation works

01:02:31 Zayna Lebari: I'm pleased to see there's some flexibility now in the translation! Refreshing.

01:05:56 hannah: I agree completely

01:06:41 hannah: It's a great point - I feel very strongly about the role play prompts being in English

01:09:55 Mim: If there is a defined list of vocab, what words will they be inferring the meaning of?

01:10:56 Mim: So will the inferred words be words not on the defined list?

01:11:16 Home: Can I clarify the recording of this will be emailed? Internet has been coming and going this end...

01:13:12 Vincent Everett: does it still specify short answers?

01:13:23 Kirsten Ehinger: As I understood it there is a list of prefixes etc. which can then be combined with the words in the word list to make words to be inferred. Example: spielen is in the word list, the prefix vor- as meaning bofore or in front of might be in the prefix listm, so they might be asked to infer the mmeaning of vorspielen.

01:13:23 Vincent Everett: in the speaking

01:16:04 Catherine.Ames: Q: What is the purpose of this new AO system?

01:17:24 Vincent Everett: to remove the element of how well you can communicate and replace it with testing grammar phonics and vocab

01:17:29 Mim: So theoretically, the spoken response could be in English!!!

01:17:35 Sarah: I'm not convinced that any of these changes will make languages more accessible or engaging for all, particularly less able candidates.

01:18:07 Vincent Everett: and ultimately to make us teach that way too, without the hurdle of communication

01:18:49 Catherine.Ames: I don't recall the AOs being up for consultation however?

01:19:22 hannah: 100% agree as a teacher in a London school

01:19:56 hannah: Our hearing impaired children have a reader in the exam

01:20:08 hannah: One of our students relies heavily on lip reading

01:20:42 hannah: Thank you so much for this - really interesting and useful

01:20:45 Zayna Lebari: Q: Do these documents comment at all on theoretical / practical approaches to teaching this vocabulary (i.e. how might/might not topic-based teaching continue to be possible or not) or will this be an issue handed over to exam boards? Current exam questions feature the (sub) topic at the start of each question at times

01:20:48 Zayna Lebari: Thank you1

01:20:51 Zayna Lebari: !\*

01:20:57 Catherine.Ames: Thank you so much! Hugely helpful.

01:21:09 Isabelle West: thank you

01:21:14 Suzanne O’Farrell: Thank you both!

01:21:14 Vanessa Merchadier: thanks

01:21:20 nearl: Thank you!

01:21:28 Miss L Stewart: Thank you

01:21:32 Julie Prince: Thank you both

01:21:33 Michelle Constable: Thank you

01:21:34 Annalise Adam: Thank you for all your hard work on this

01:21:35 Home: Not being an ALL member it would be great if the recording and powerpoint were emailed!

01:21:44 Karen Brown: Thank you both for all your hard work on this

01:21:51 Lucy Nott: Thank you so much for this

01:21:52 Isabelle: Thank you so much David and Helen.

01:21:54 Kirsten Ehinger: Thank you!

01:22:02 carole zander: Merci beaucoup!

01:22:06 Fizz: thank you v much Helen and David.

01:22:06 Caroline Afolabi-Deleu: Thank you for a very informative webinar about the changes. I definitely have a much better idea of the changes and of the things that remain unclear.

01:22:33 Caroline Afolabi-Deleu: Vielen Dank

01:22:37 Janine Turner: Very interesting, thank you, I really want to know what the word limits are for dictation and reading aloud. Lots to take in!

01:22:56 Isabelle West: can we have this fabulous webminar emailed to us

01:22:59 Jenny Hopper: Thank you.

01:23:26 Gina: Thank you both for the amount of effort put into this.

01:23:31 Catherine.Ames: That would be so helpful to share your response.

01:23:33 Mim: Thank you

01:23:38 Ruth: thanks

01:23:49 Paul Scales: Many thanks for this

01:23:57 Home: Thanks

01:24:10 Ludivine Th: Thank you very much!

01:24:12 Caroline Afolabi-Deleu: Looking forward to the next webinar. Thank you for your time at the end of term.

01:24:20 Sarah: Thank you for your continued work on this and for all your updates.

01:24:26 Zayna Lebari: Merci bien; lovely to see you both! Have a great break!

01:24:27 Cristina Virissimo: Thank you!!

01:24:30 I MI: Thank you

01:24:38 laura d: Very grateful :-)

01:24:40 Doug Chamberlain: Thank you and have a great holiday!

01:24:55 Liz: Thank you; very useful.