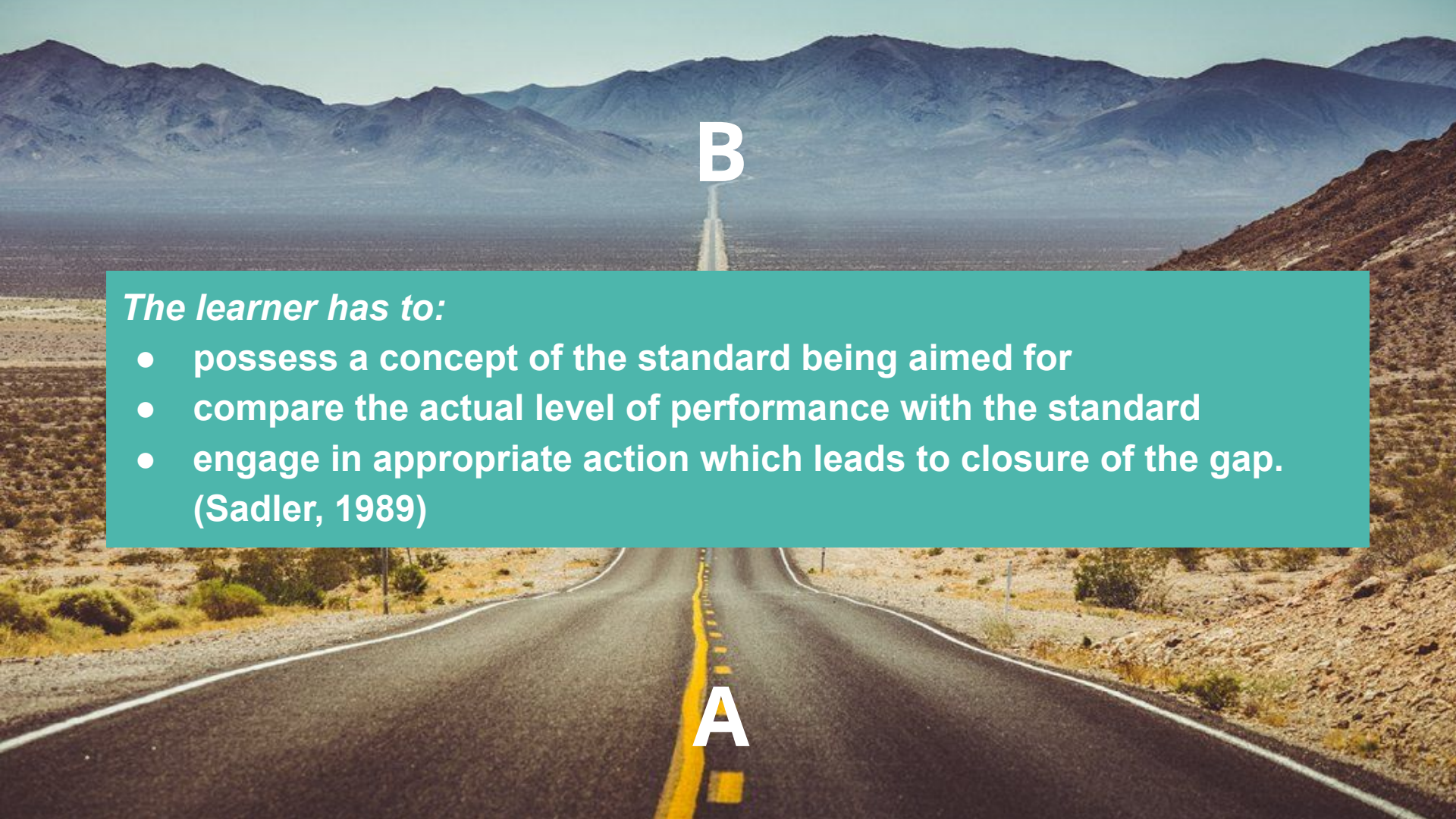

MFL PCK day 4

23rd February: online

ASSESSMENT



B

The learner has to:

- possess a concept of the standard being aimed for
 - compare the actual level of performance with the standard
 - engage in appropriate action which leads to closure of the gap.
- (Sadler, 1989)

A

PCK day 4: OUTLINE

- Formative assessment revisited
- Using digital technology for formative assessment
- Summative assessment revisited
- Assessment & marking - Mrs Nicola Smart

TODAY'S OBJECTIVES

- **To explore features of formative and summative assessment**
- **To evaluate different marking strategies**
- **To identify features of effective GCSE & A level teaching**

Types of assessment (NFER, 2007)

	Formative Assessment	Summative Assessment
Informal	Questioning Feedback Peer assessment Self-assessment	Essays in uncontrolled conditions Portfolios Coursework Teacher assessment
Formal	Further analysis or tests, exams, essays Target setting	Tests Exams Essays in controlled conditions

Formative assessment revisited

	Where the learner is going	Where the learner is now	How to get the learner there
Teacher	Clarifying,	Eliciting evidence of learning	Providing feedback that moves learners forward
Peer	sharing, and understanding learning intentions	Activating students as learning resources for one another	
Student		Activating students as owners of their own learning	

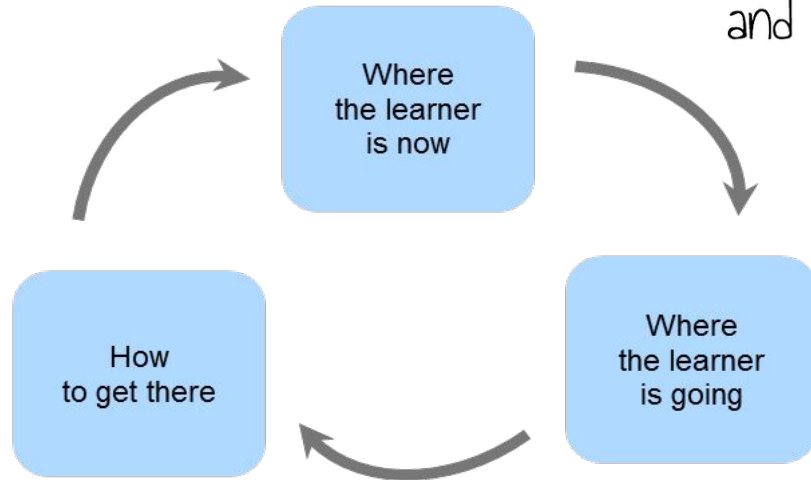


Clarke (2001)

Children as plants

**'Close the gap' between
pupils' current situation
and where they want to be**

Formative assessment
is the garden
equivalent of feeding
and watering plants.



Is the difference between formative and
summative assessment always so clear cut?

Two Stars and a Wish



I like...
I enjoyed...
I learned...
I used....
I wrote/said/read...
I'm proud of myself because....
I would like...
....was difficult.
I tried to use...
I would like help with.....



What went well:



Even better if:



Next steps:



Exit Ticket

Name: _____
Date: _____

- Today I learnt that _____
- What I liked most about this lesson was _____
- My favourite AfL technique is _____
- How could the knowledge you used today best be used in an MFL lesson? _____

Using success criteria

Sharing criteria with learners	Quality of questions/ quality of talk	Use and quality of feedback	Peer and self assessment
<i>Learners know what will make their work good.</i>	<i>All learners actively think up answers to good, open questions.</i>	<i>Ongoing feedback keeps learning on track.</i>	<i>Learners benefit from evaluating each other's work.</i>
<i>Learners know where they are, and the next step, according to the criteria.</i>	<i>Learners explain ideas to each other, reinforcing their learning and understanding.</i>	<i>Learners act on the feedback there and then. Learners take the next step.</i>	<i>Learners gradually become more independent by learning how to self-assess.</i>



Feedback can help by clarifying or emphasising **goals or success criteria** ('Where am I going?', Hattie & Timperley, 2007), thus directing students' attention to productive goals.

Writing



Simple, concise and explicit.

S

SPECIFIC

M

MEASURABLE

A

ATTAINABLE

R

RELEVANT

T

TIME-BOUND

States exactly what learner is to achieve.

What level of learning is considered successful?

Challenging, but realistic - a chance for success.

Focus on content that is interesting and necessary

A specific ending point for assessment

learning objectives

What the learners will know, be able to do and understand by the end of the lesson



Step 1 	Step 2 	Step 3 
Prior attainment/results	Student's place in your course	Knowing your classes and students
What is it? Results/literacy/ALN/MAT	What is it? Strengths and areas for development, personalised learning checklist, class tracking, target groups	What is it? Behaviour, attendance, pastoral issues, likes and interests
Examples of where to find it: Whole school data sets, attainment from primary/feeder school Attainment data from colleagues	Examples of where to find it: Your marking and feedback, your class dataset, your observations in class	Examples of where to find it: Your relationships with students and parents, school briefings and bulletins, pastoral team. agencies

Using digital technology for formative assessment



Record audio and video

1. **Animoto** Gives students the ability to make a 30-second video of what they learned in a lesson.
2. **AudioNote** A combination of a voice recorder and notepad, it captures both audio and notes for student collaboration.
3. **Edpuzzle** Helps you use video (your own, or one from Khan Academy, YouTube, and more) to track student understanding.
4. **Flip** Lets students use 15-second to 5-minute videos to respond to prompts. Teachers and peers can provide feedback.
5. **QuickVoice Recorder** Allows you to record classes, discussions, or audio for projects. Sync your recordings to your computer easily for use in presentations.
6. **Vocaroo** Creates audio recordings without the need for software. Embed the recording into slideshows, presentations, or websites.
7. **WeVideo** Lets you use video creatively to engage students in learning. Teachers and students alike can make videos.

Create quizzes, polls, and surveys

8. **Crowdsignal** Lets you create online polls, quizzes, and questions. Students can use smartphones, tablets, and computers to provide their answers, and information can be culled for reports.
9. **EduLastic** Allows you to make standards-aligned assessments and get instant feedback.
10. **FreeOnlineSurveys** Helps you create surveys, quizzes, forms, and polls.
11. **Gimkit** Lets you write real-time quizzes. And it was designed by a high school student!
12. **Kahoot!** A game-based classroom response system that lets you create quizzes using internet content.
13. **MicroPoll** Helps you create polls, embed them into websites, and analyze responses.
14. **Naiku** Lets you write quizzes students can answer using their mobile devices.
15. **Obsurvey** Designed to make surveys, polls, and questionnaires.
16. **Poll Everywhere** Lets you create a feedback poll or ask questions and see results in real time. Allows students to respond in various ways. With open-ended questions, you can capture data and spin up tag clouds to aggregate responses.

Brainstorm, mind map, and collaborate

- 29. **AnswerGarden** A tool for online brainstorming and collaboration.
- 30. **Coggle** A mind-mapping tool designed to help you understand student thinking.
- 31. **Conceptboard** Software that facilitates team collaboration in a visual format, similar to mind mapping but using visual and text inputs.
- 32. **Dotstorming** A whiteboard app that allows digital sticky notes to be posted and voted on. This tool is best for generating class discussion and brainstorming on different topics and questions.
- 33. **Educreations Whiteboard** A whiteboard app that lets students share what they know.
- 34. **iBrainstorm** Lets students collaborate on projects using a stylus or their finger.
- 35. **Miro** Allows whole-class collaboration in real time.
- 36. **Padlet** Provides a blank canvas for students to create and design collaborative projects.
- 37. **ShowMe Interactive Whiteboard** Another whiteboard tool to check understanding.
- 38. **XMind** Mind-mapping software for use on desktop computers and laptops.

Get real-time feedback

- 52. **Formative** Lets you assign activities, receive results in real time, and provide immediate feedback.
- 53. **GoSoapBox** Works with the bring-your-own-device model and includes an especially intriguing feature: a confusion meter.
- 54. **IXL** Breaks down options by grade level and content area.
- 55. **Kaizena** Gives students real-time feedback on work they upload. You can use a highlighter or give verbal feedback. You can also attach resources.
- 56. **Mentimeter** Allows you to use mobile phones or tablets to vote on any question a teacher asks, increasing student engagement.
- 57. **Pear Deck** Lets you plan and build interactive presentations that students can participate in via their smart device. It also offers unique question types.
- 58. **Plickers** Allows you to collect real-time formative assessment data without the need for student devices.
- 59. **Quick Key** Helps you with accurate marking, instant grading, and immediate feedback.

Exploiting online quizzes for immediate feedback

Quizlet

Subject areas ▾

Expert solutions

Q Ask Quizlet anything



GCSE Resource Centre / GCSE Spanish / WJEC GCSE Spanish

VERIFIED CONTENT

WJEC GCSE Spanish

Use Quizlet for WJEC GCSE Spanish to learn about everything from Identity and Culture to Wales and the World vocabulary. Discover curriculum-aligned study sets and learning activities for the entire WJEC Spanish curriculum below.



Microsoft Quiz

Multiple Choice Questions

Ranking Function

2. Qu'est-ce que tu ____ à l'école? * (1 Point)



☒ portes ✓

☐ jouez

☐ aime

Socrative



01:08

Multiple choice question

8 out of 20 right

The second verb is written in what form?

- ✓ infinitive
- ✗ present
- ✗ passé composé
- ✗ futur

Edpuzzle

01:38

Open Ended question

0 out of 20 right

Still 11 pending to grade

Can you write the phrase - aujourd'hui je lis le journal - in the futur proche?

02:21

Multiple choice question

10 out of 20 right

In the futur proche, the negative, ne... pas goes around the conjugated verb aller. Which of the following is correct?

Start Date

March 9th

12:00

Due Date

No due date



Prevent Skipping



Turn on CCs

[Share assignment](#)

[Go live!](#)

[Reset student progress](#)

[Download grades](#)

[Delete assignment](#)

 Multiple-choice question

Welche Farbe hat das T-Shirt?

01:06

 Multiple-choice question

Wie viel kostet das T-Shirt?

01:06

 Multiple-choice question

Anja kauft ein T-Shirt und eine Jeans.

How else could we say this in...

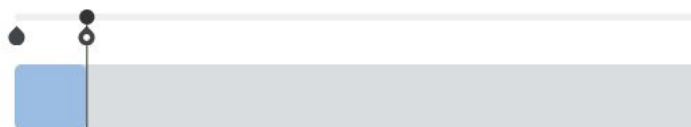
01:06

 Open-ended question

Ich suche einen Rock in rot. = I
am looking for a skirt in red.
How would you say in German: ...



01:06



Total new time 01:06



💡 Why cut a video?

Save time by cutting any sections from the video that aren't relevant for your students.

 OPEN-ENDED QUESTION

Ich suche einen Rock in rot. = I am looking for a skirt in red.

How would you say in German: I am looking for a jacket in yellow?

Continue



*Feedback will be displayed once students submit their responses

Add another note or question here



Flipgrid

Add New Grid

4 Grids

Name

Flip Code



Y12 Español



School Email

[salgado3423](#)



Y10, Y11 Sp2



School Email

[salgado9929](#)



Y9 Spanish Salgado



School Email

[b11729f0](#)



Y11 Spanish Salgado

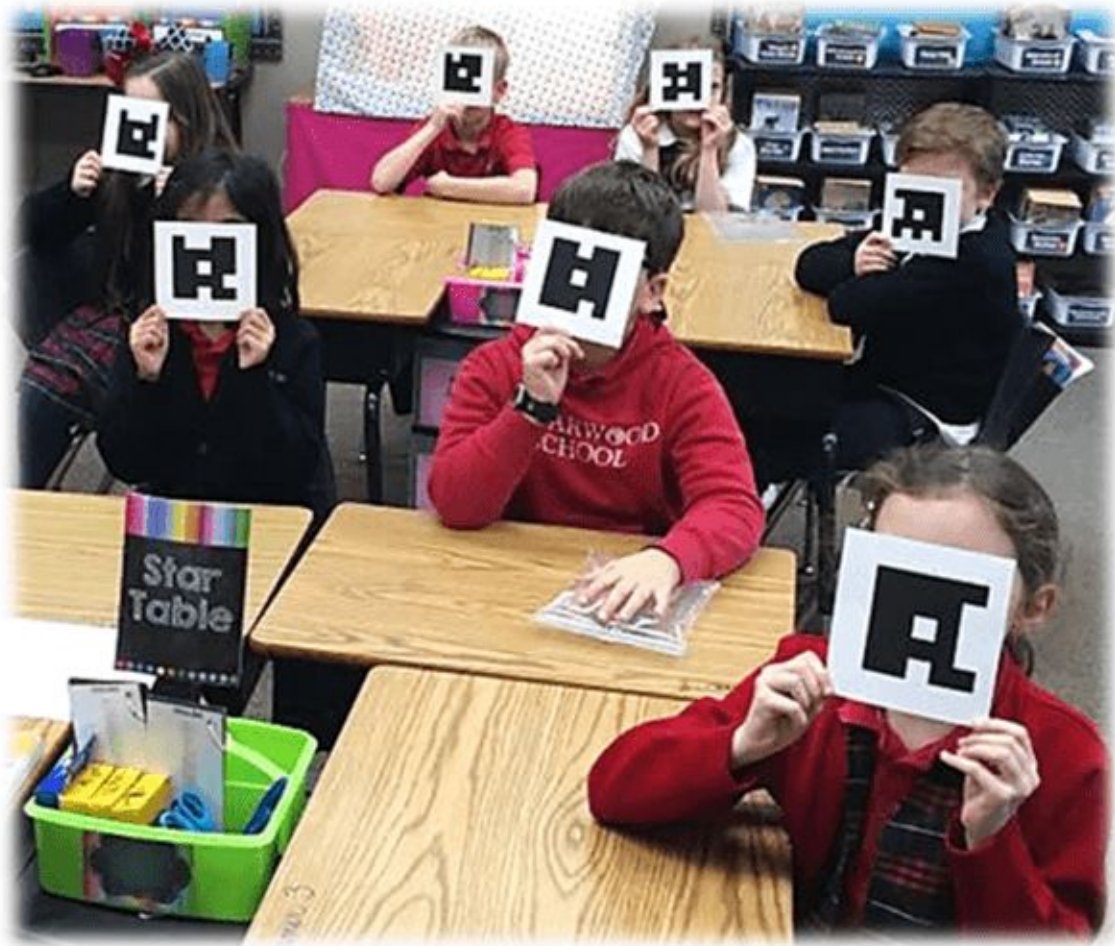


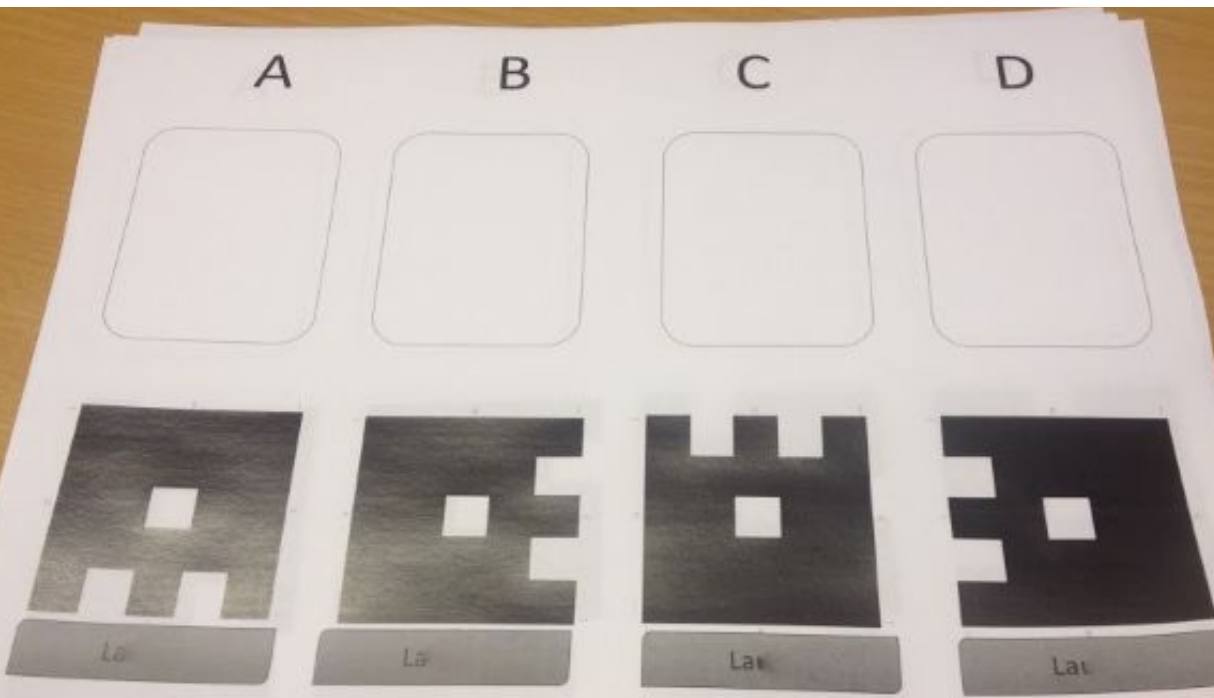
School Email

[salgado4225](#)



PLICKERS Made Easy with TASK CARDS





's Class

Who lives in the White House

60%

total: 5

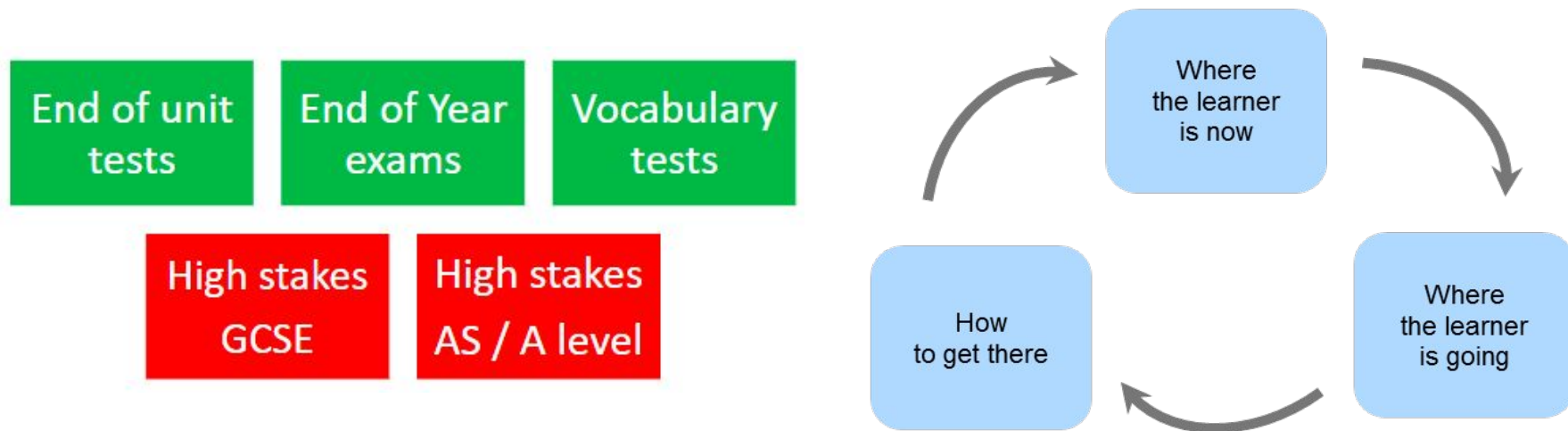
0	3	1	1
A	B	C	D



L ...	A ...	Sc ...	A As...
C	-	B	B
Sh ...	J: ...	l: ...	
B	-	D	

Summative assessment revisited

How to use it in a formative way?





Questions

13 questions

No search

Theme 2: Local, national, international | Social...

4

✓ 4

1 New Year's resolutions

Q13W1F05

Theme 2: Local, national, international | Global...

3

✓ 3

1 Environmental concerns

Q13W1F07

Theme 1: Identity and culture | Me, my family ...

4

✓ 3

1 Friends' personalities

Q13S1F04

Theme 1: Identity and culture | Me, my family ...

3

✓ 3

1 Family's family

Question IDs

New Document 1



Drag questions from the Question list or from
other documents and drop them here

Count: 0, Marks: 0, Time: 0

Content window

Question

Mark Scheme

Examiner's Report

Notes

Resource

Isabel's family's New Year's resolutions



© iStockphoto/Thinkstock

What is each person going to do? Complete each sentence.

Example Isabel's sister is going to ___learn to drive_____

(a) Isabel's brother is going to _____

(b) Isabel's father is going to _____

(1)



Search



A-level Spanish (7691 7692) Demo



Questions

15 questions

No search

+ El matrimonio y el divorcio

7

6

1 El matrimonio

QSP7691.1.01

+ La influencia de internet

12

10

1 Tabletas en institutos españoles y chilenos

QSP7691.1.02

+ Redes sociales: beneficios y peligros

9

8

1 El Ciberbullying

QSP7691.1.05

+ La gastronomía

12

10

1 Comida y hábitos españoles

Question IDs

New Document 1



Drag questions from the Question list or from
other documents and drop them here

Content window

Question

Mark Scheme

Examiner's Report

Notes

Resource

	Accept	Mark	Notes
1	los institutos las empresas (hispanicas)	1 1	Accept los colegios
2	sustituirán los libros de texto por las tabletas digitales	1	Accept van a sustituir los libros Reject los libros de texto por las tabletas digitales
3	(los alumnos) están más motivados	1	Accept (los alumnos) son motivados hay más motivación entre los alumnos Reject más motivación
4	(ya) ha tenido éxito	1	Accept tiene éxito

Summative versus Formative Assessment

	Formative	Summative
Relation to Instruction	Occurs during instruction	Occurs after instruction
Frequency	Occurs on an ongoing basis (daily)	Occurs at a particular point in time to determine what students know
Relation to grading	Not graded – information is used as feedback to students and teachers, mastery is not expected when students are first introduced to a concept	Graded
Students role	Active engagement – self assessment	Passive engagement in design and monitoring
Requirements for use	- Clearly defined learning targets that students understand - Clearly defined criteria for success that students understand - Use of descriptive versus evaluative feedback	- Well designed assessment blue print that outlines the learning targets - Well designed test items using best practices
Examples	Better thought of as a process rather than a thing. Examples include observations, interviews, evidence from work samples, paper and pencil tasks	State assessments, interim assessments, end of unit assessments, common assessments
Purpose	Designed to provide information needed to adjust teaching and learning while they are still occurring	- Designed to provide information about the amount of learning that has occurred at a particular point - Since summative assessments occur <i>after</i> instruction every few weeks, months, or once a year, they help to evaluate the effectiveness of programs, school improvement goals, alignment of curriculum, or student placement in specific

The difference between **formative** and **summative** assessment



Formative assessment's goal is to monitor student's learning to provide ongoing feedback that can be used by instructors to improve their teaching and by students to improve their learning.



Summative assessment's goal is to evaluate student's learning at the end of an instructional unit by comparing it against some standard or benchmark.

Marking

Deep Marking - Expectations and challenges

This type of marking can take various forms but tends to be characterised by the provision of detailed written feedback by teachers that reflects pupils' progress towards relevant learning objectives. Pupils are then expected to provide a written response confirming that they have understood this feedback and describing how they intend to respond. This response is then often subject to further written teacher comments:

The NASUWT has become increasingly concerned by cases in which teachers are expected to engage in this form of marking to an excessive extent. The NASUWT's attention has been drawn to some schools in which marking of this type is expected for all or most completed pieces of pupils' written work.

How can I provide effective but time efficient feedback?

Elena is a secondary school geography teacher...she spends at least six hours a week providing written feedback—usually completed in her evenings and weekends.

Elena isn't convinced that the hours she is putting in are resulting in pupil progress and the heavy feedback workload is affecting her wellbeing.



Marking: whole class feedback

Date:	Class:	Piece of work:	
Common Strengths:	Missing/Incomplete Work: 	SPaG: 	
Common areas for development:	DIRT Activities: 		
Potential Actions:		 Use exemplars from:	

An adaptation of the Whole Class Feedback crib sheet first produced by @MrThorntonTeach (Twitter)

Live marking

'Live' means 'there and then in the lesson' rather than two or three weeks later, or worse, when it is too late to adjust decision-making during the learning process.

1. It provides fantastic evidence of AfL in the classroom!

2. It promotes rich dialogue

3. It prevents disaster!

@TeacherToolkit™

Selective marking

“ One of the most useful strategies I’ve been championing for the past 3 or 4 years, is using the Yellow Box (originally from George Spencer Academy) to reduce teacher workload; to pinpoint key marking points for improvement. In this post I offer a short video to explain what it is and why it works. ”

How Does Yellow Box Work?

Choose one area of a child’s work to mark. Just one section. Mark it well and in detail and offer sophisticated feedback (verbally or in writing) and no matter what, ensure that the feedback is specific and diagnostic (e.g. see verbal technique = not yet). By avoiding any assessment, students should understand that their work is in progress and by ‘zooming in’ on one area to improve, the Yellow Box focuses students to act on that feedback in a clear and specific framework.

@TeacherToolkit™

Coded feedback

Try coded feedback points. This will save you writing the same thing 30 times. Decide on common misconceptions. and areas for improvement as you look through a set of books. Apply a letter or symbol code to each new feedback point, and make a note of it. Repeat the code as necessary through the rest of the set of books.

@TeacherToolkit™

The Feedback Code

A key to explain the symbols used by your teachers when they mark your work.

- | | |
|---------------------------------|---|
| * | The next steps in your learning are... |
| <i>She on his own</i> | Check to make sure what you have written makes sense. |
| He said, "Where is <i>it</i> ?" | Check to make sure the punctuation is in the correct place. |
| He ran <i>bekause</i> he... | Spelling error. Check for the correct spelling. |
| <i>robert</i> | Capital letter mistake. |
| They left. // The next day... | New paragraph needed. |
| (P) | Missing punctuation. |
| ✓✓ | A really good idea / well done! |

Remember to ask if there is anything you don't understand.

Show me

Similar to selective marking, but putting the onus on the pupils. Ask the pupil to look through their work, with a highlighter and identify where they have demonstrated a particular skill, improvement, piece of knowledge or whatever it is that you are looking for. Next, get the pupils to hand in their work on that page (which saves a surprising amount of time) and mark that highlighted work.

“ **The key principle with time-effective, high-impact marking is that you implement what you are doing well. It is better that you do one strategy well, rather than multiple strategies poorly. Pupils will become adept at responding to your approach and the impact will be more significant.** ”

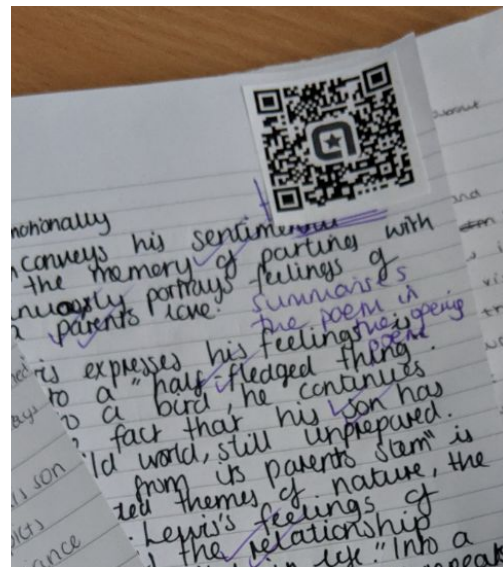
Verbal feedback

“ **Change the feedback diet of your pupils to reap the rewards. Prioritise feedback time in your lessons. Teach feedback response explicitly. Trial low input, high output tasks, and always remember the value and impact of instant, specific, verbal feedback!** ”

@TeacherToolkit™

Most of us have become familiar with using QR technology for track and trace during the Covid pandemic. But one pupil referral unit is using it in new ways to provide students with ‘face-to-face’ video feedback – and the results have been incredibly positive, says headteacher Adele Brown

9th July 2021, 12:05am



Peer-Assessment Starters

Use these sentence starters when you're assessing someone else's work:

WWW

What went well:

The things you did well were...

You should be very proud of...

I feel you did well with...

The best part of your work is...



Even better if:

To improve your work you need to...

In future you need to...

Please try to...

Next time you work on this topic you need to...



Next step:

Your next step should be...

To make this even better you could...

You've done really well. Next time...

I'd like to see you try to...

I6Step Marking

www.teachingessentials.co.uk

Pros & Cons

Self Assessment - Traffic Light Code



Red

I found this tricky! I need more help with this. I'm not ready to move on yet.

Orange

I understood most of this but I still need some support! I'm not ready to move on yet.

Green

I understood all of this! I am ready for the next step.

Barbara-Anne Alexander 2013, b.alexander@evaluate.co.uk

Two Stars & A Wish

Feedback for:

★	
★	
★	

Dedicated Improvement
& Reflection Time



WAGOLL

What A Good One Looks Like



Marking Practice

Jordan	French
Josephine	French
Hazel	German
Penny	German
Chelsea	Spanish
Huw	Spanish

Ecrivez un paragraphe sur les problèmes de l'alcool

L'alcool est un grand problème pour les jeunes au pays de Galles. On ne peut pas boire de l'alcool avant l'âge de 18 ans mais beaucoup de jeunes aiment boire de l'alcool - surtout, de la bière.

Moi, je ne bois pas de l'alcool mais mes amis aiment boire le week-end et le soir après l'école. Mes amis aiment boire parce qu'il n'y a pas beaucoup de choses à faire. Dans ma ville il n'y a pas de cinéma et il n'y a pas club de jeunes.

Aussi, je pense que mes amis aiment boire parce qu'ils sont stressés. On peut acheter de l'alcool dans des magasins et des garages - ils ne sont pas assez stricts! A mon avis, le gouvernement devrait aider les jeunes, par exemple, on peut punir les propriétaires des magasins. Il faut avoir plus de choses à faire - plus de clubs de jeunes et de cybercafés! L'alcool peut provoquer des maladies aussi et il faut aider les jeunes qui boivent trop!

Josephine

Bienvenue à Paris

D'abord elle a voyagé en car et en bateau, en plus elle a pris le métro.

Elle a visité la tour eiffel. Elle est montée au sommet. C'était effrayant, la vue était magnifique. Elle a visité la Cathédrale de Notre Dame. Il y avait les grandes fenêtres.

Le lundi elle a été au Moulin Rouge. C'est un restaurant et un bar aussi elle a mangé et après elle a dansé. Elle a été au Sacré Coeur, c'est une église. Elle a acheté les cartes postales. Elle a visité le Louvre avec mon prof. C'était ennuyeux, elle a vu la Joconde. Elle a visité Disneyland donc elle a vu Mickey Mouse puis elle est allée aux magasins. Elle a acheté un T-Shirt pour mon frère. Elle a parlé en français. Elle a été au café avec Madame Feely elle a bu café. C'était très relaxant au parc ensuite elle a mangé un pique-nique avec mes



Je présente mon pays



J'habite Machen dans le sud-est du pays de Galles et c'est près de Caerffili. La capitale du pays de Galles s'appelle Caerdydd. Caerdydd c'est une très grande ville animée mais le pays de Galles ce n'est pas un grand pays. Il y a aussi beaucoup de montagnes et moutons, surtout dans le sud-est ! Dans mon pays on parle gallois et anglais. Il y a aussi beaucoup de différentes nationalités.

En hiver, dans mon pays il pleut souvent et en été il fait beau et quelquefois il fait chaud aussi. A mon avis, je préfère l'été parce que on peut aller à la plage et nager dans la mer.

La monnaie du pays de galles s'appelle la livre sterling. L'hymne national est "Hen wlad fy nhadau" – c'est un hymne excellent et on le chante aux matchs de rugby en hiver. Un sport gallois typique est le rugby mais on joue aussi au foot. La religion principale dans mon pays est le christianisme mais aujourd'hui on a des religions différentes aussi, par exemple, les musulmans et les Sikhs à Caerdydd. Au pays de Galles on commence l'école primaire à l'âge de trois/quatre ans.

Attainment target: Writing

Level 1

Pupils copy single words or symbols correctly. They label items and select appropriate words to complete short phrases or sentences.

Level 2

Pupils copy simple phrases correctly. They write familiar words and phrases. Their spelling sometimes contains errors but shows an awareness of the links between sound and spelling.

Level 3

Pupils write simple sentences with support. They are beginning to substitute words to vary their language. When writing from memory their spelling is readily understandable and they show some awareness of the punctuation conventions of the target language.

Level 4

Pupils produce short simple texts made up of familiar language. They are beginning to use their knowledge of language to adapt a model by substituting words or phrases. They are beginning to make use of dictionaries, glossaries and other materials alongside their knowledge of spelling patterns to check the accuracy of their own writing.

Level 5

Pupils produce simple texts, creative and factual, in familiar contexts. They vary their language and are beginning to use high frequency words or phrases to support sentence building and linking. Although there will be mistakes, spelling and punctuation of familiar language is generally accurate and the meaning is usually clear. They use dictionaries, glossaries and other materials to review the accuracy of their writing.

Level 6

Pupils produce different types of texts including some more extended writing and sometimes use paragraphs to structure what they write. They adapt previously learnt language and use a variety of structures. Although there may be a few mistakes, the meaning is usually clear. They continue to develop their use of reference materials to enhance the quality of their writing. They are beginning to evaluate and sometimes redraft their writing to improve its accuracy.

Level 7

Pupils produce texts for different purposes, sometimes containing more complex language. They draw on a variety of previously learnt language and structures to vary their writing, structure their ideas and adapt language to use in different contexts. They edit and redraft work, using a range of reference materials. Their writing is generally accurate, but there may be errors when more ambitious language is attempted.

Level 8

Pupils produce texts covering a wide range of factual and imaginative contexts. They use a range of vocabulary and structures, including complex language to write about facts, ideas and experiences. Their spelling and grammar are generally accurate. They use reference materials to extend their language and improve their accuracy.

Exceptional Performance

Pupils write coherently and accurately in a wide range of factual and imaginative contexts. They choose the appropriate form of writing for a particular task, making effective use of resources to vary the style and scope of their writing.

Summary and overall judgement: Level 6

Writing Levels 5, 6 and 7 were considered and Level 6 was judged to be the best fit.

Josephine has taken part in a range of writing activities in Year 9. She has produced different types of text, including some more extended writing and can sometimes use paragraphs to structure what she writes (a characteristic of Level 6). In all the examples of her work, she can adapt previously learnt language and use a variety of structures (a characteristic of Level 6). She is able to use different tenses and can convey a wide range of information. Although there are some errors her meaning is always clear. In the paragraph on alcohol and young people, the way she can structure her ideas and has started to use some more complex language is beginning to show characteristics of Level 7.

Planning a GCSE Speaking card lesson

GCSE topics

Identity and culture	Wales and the World - areas of interest	Current and future study and employment
Youth Culture • Self and relationships • Technology and social media Lifestyle • Health and fitness • Entertainment and leisure Customs and Traditions • Food and drink • Festivals and celebrations	Home and Locality • Local areas of interest • Travel and Transport The Wider World • Local and regional features and characteristics of France and French-speaking countries • Holidays and tourism Global Sustainability • Environment • Social issues	Current Study • School/college life • School/college studies Enterprise, Employability and Future Plans • Skills and personal qualities • Post-16 study • Career plans • Employment

Assessment objectives and weightings

AO1

Listening: understand and respond to different types of spoken language.

AO2

Speaking: communicate and interact effectively in speech.

AO3

Reading: understand and respond to different types of written language.

AO4

Writing: communicate in writing.

The table below shows the weighting of each assessment objective for each unit and for the qualification as a whole.

	AO1	AO2	AO3	AO4	Total
Unit 1		25%			25%
Unit 2	25%				25%
Unit 3			25%		25%
Unit 4				25%	25%
Overall weighting	25%	25%	25%	25%	100%

15 marks, 3 minutes
long...why is the photo
card so challenging?

Unit 1: Speaking
Oral test: 7-9 minutes (Foundation tier)
10-12 minutes (Higher tier)
25% of qualification 60 marks; 100 UMS

Three tasks:

Role play
Photo card discussion
Conversation – Part 1 and Part 2

Learners are not permitted to use dictionaries in any part of the assessment.

Task 2 – Photo card discussion

(15 marks)

Foundation tier: the candidate will be given a photo stimulus and three seen questions to respond to during the discussion. One additional unseen question will be asked by the teacher/examiner.

Higher tier: the candidate will be given a photo stimulus and two seen questions to respond to during the discussion. Two additional unseen question will be asked by the teacher/examiner.

The teacher will lead the questions for the discussion; however, the candidate will have the opportunity to narrate events, speak spontaneously, exchange opinions and make creative use of the language.

WJEC 2019 Online Exam Review

GCSE French - Speaking - Unit 1 Higher

All Candidates' performance across questions

Facility Factor



<i>Question Title</i>	<i>N</i>	<i>Mean</i>	<i>S D</i>	<i>Max Mark</i>	<i>FF</i>	<i>Attempt %</i>
RP1	2238	2.2	0.8	3	73.6	100
RP2	2238	2	0.9	3	65.7	100
RP3	2238	2	0.9	3	65.4	100
RP4	2238	1.9	0.9	3	63.5	100
RP5	2238	1.9	0.9	3	64.6	100
PCD CI	2238	6.3	2.2	10	63.3	100
PCD LKA	2238	2.9	1.2	5	57.1	100
C CI	2238	9.1	3.4	15	60.5	100
C PI	2238	3.1	1.1	5	61.3	100
C LKA	2238	5.9	2.3	10	58.8	100

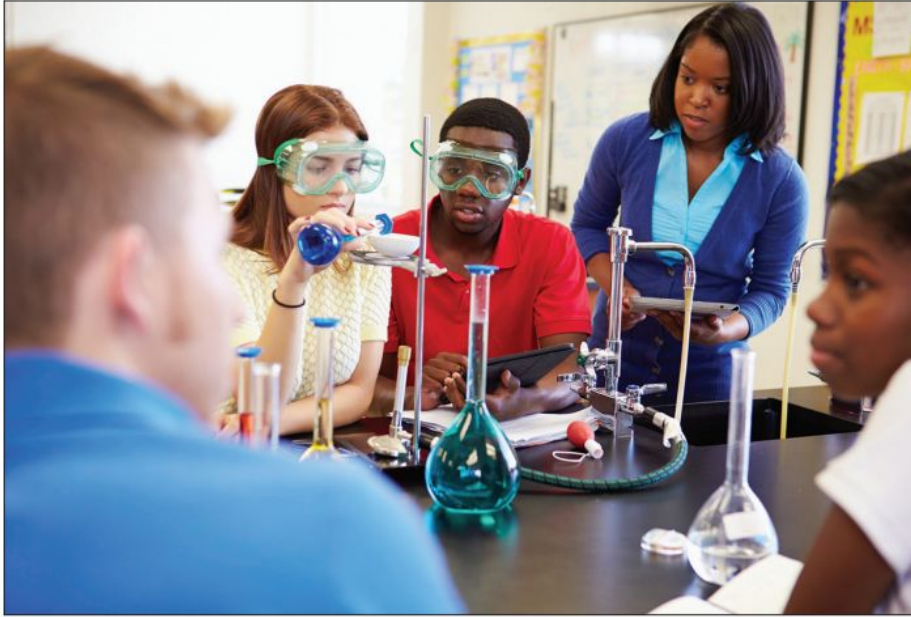
Photo
card



Band	Marks	Communication and interaction *	Marks	Linguistic knowledge and accuracy
5	9-10	- Conveys detailed information and extended responses to the photo and all questions. - Consistently able to express and justify thoughts, points of view and exchange opinions in detail.	5	- Excellent language with a wide variety of vocabulary and grammatical structures, including complex structures. - High level of accuracy with few minor errors which occur when attempting more complex structures or vocabulary. References to past, present and future events are successful.
4	7-8	- Conveys relevant information with some extended responses to the photo and all or nearly all questions. - Able to express thoughts, points of view and exchange opinions with justification	4	- Very good language with some variety of vocabulary and grammatical structures. - Very good level of accuracy with some minor errors. Other errors occur when attempting more complex structures or vocabulary. References to past, present and future events are mostly successful.
3	5-6	- Conveys mainly relevant information with occasional extended responses in response to the photo and most questions. - Able to express points of view and opinions with some attempts at justification	3	- Good language with some variety of vocabulary and grammatical structures, including some complex structures. - A good level of accuracy. There may be minor errors and occasionally more serious ones. Attempts made at more complex structures are sometimes successful. References to past, present and future events are made and are sometimes successful
2	3-4	- Conveys some information in response to the photo and questions. - Able to express some opinions with some attempts at simple justification.	2	- Generally good language with a mainly simple range of vocabulary and grammatical structures. Attempts made at more complex structures. - Generally good level of accuracy when using simple structures. There may be errors but they do not generally prevent communication. Some success in making reference to past, present and future events.
1	1-2	- Some attempts to respond to the photo and some questions with simple responses. - Able to express some basic opinions.	1	- Reasonable language with a simple range of vocabulary and simple grammatical structures. Limited attempts made at more complex structures. - Accuracy demonstrated when using simple structures. There may be errors which occasionally prevent communication. Attempts to make reference to past, present and future events may have only limited success.
0	0	Response not worthy of credit.	0	Response not worthy of credit.

How to mark with banded mark schemes

- **Banded mark schemes** are divided so that each band has relevant descriptors. The descriptors for the band provide a description of the performance level for that band.
- When deciding on a band, **begin at the lowest band**. Examiners should look at the descriptors for that band and see if they match the qualities shown in the candidate's work for that section. If the descriptors at the lowest band are satisfied, examiners should move up to the next band and repeat this process for each band until the descriptors match the candidate's spoken evidence.
- If a candidate's discussion/conversation covers **different aspects of different bands** within the mark scheme, **a 'best fit' approach should be adopted** to decide on the band. For instance if work is mainly in band 2 but with a limited amount of band 3 content, the work would be placed in band 2.



Answer the questions.

1. Qu'est-ce qui se passe sur cette photo ?
2. À ton avis, est-ce que les sciences sont importantes ? Pourquoi (pas) ?

Your teacher will now ask you two further questions.

The end goal

Build up to photo card

- **'READING' IMAGE PRACTICE:** include images in lessons for pupils to discuss
- **DRILL:** subject vocabulary, sentence starters and key expressions
- **MODEL:** Practise in front of the class - you could be the pupil and your learners could question you!
- **SCAFFOLD:** provide prompts, speaking mats / frames, knowledge organisers
- **USE OTHER SKILLS:** listening to model responses, gap-fill exercises, writing model answers
- **ASSESS:** peer assess or in class an exemplar
- **IN CLASS PRACTICE:** peer assess - use the marking criteria
- **AT HOME PRACTICE** (if applicable): record questions so that pupils can practise and upload responses.

Practise 'reading' an image



1st step - Description

To start off:

Sur l'image/la photo	In the image/the photo
Il y a	There is/ are
Je vois / On peut voir	I see / We can see
La photo montre	The photo shows
Le scène se passe	The scene takes place

Locating:

Au premier plan	In the foreground
À l'arrière plan	In the background
À gauche/ à droite	To the left/to the right
Près de..	Close to
Devant/Derrière..	In front of/At the back
Au milieu..	In the middle

Remember to mention the 4 Ws

Where/Où	When/Quand	Who/Qui	What/Quoi
- À l'école - Dans la rue - À la montagne - Au bord de mer - À l'intérieur - À l'extérieur - En ville	<u>Weather</u> - Il fait beau - Il pleut - Il y a du soleil <u>Moment</u> - Le soir - Le midi - Pendant	- Une famille - Des enfants - Beaucoup de monde - Quelques personnes - Des arbres - Des bâtiments	- Ils/Elles sont en train de: - Parler, manger, faire la fête, rigoler, recycler, apprendre, faire du sport, jouer, bronzer...

2nd step - Opinions

Hypothesis:

Ils/Elles ont l'air	They seem
Il/Elle a l'air	He/She seems
Ça/Il a l'air	It looks like
Peut-être	Maybe
Ça semble être	It seems to be

Say what you think about the photo

Je crois que... I think that...	Je suppose que... I suppose that...
Je pense que... I think that...	Il me semble que... It seems to me that...
Je dirais que... I would say that...	Cela me rappelle... It reminds me of...

J'aime cette photo

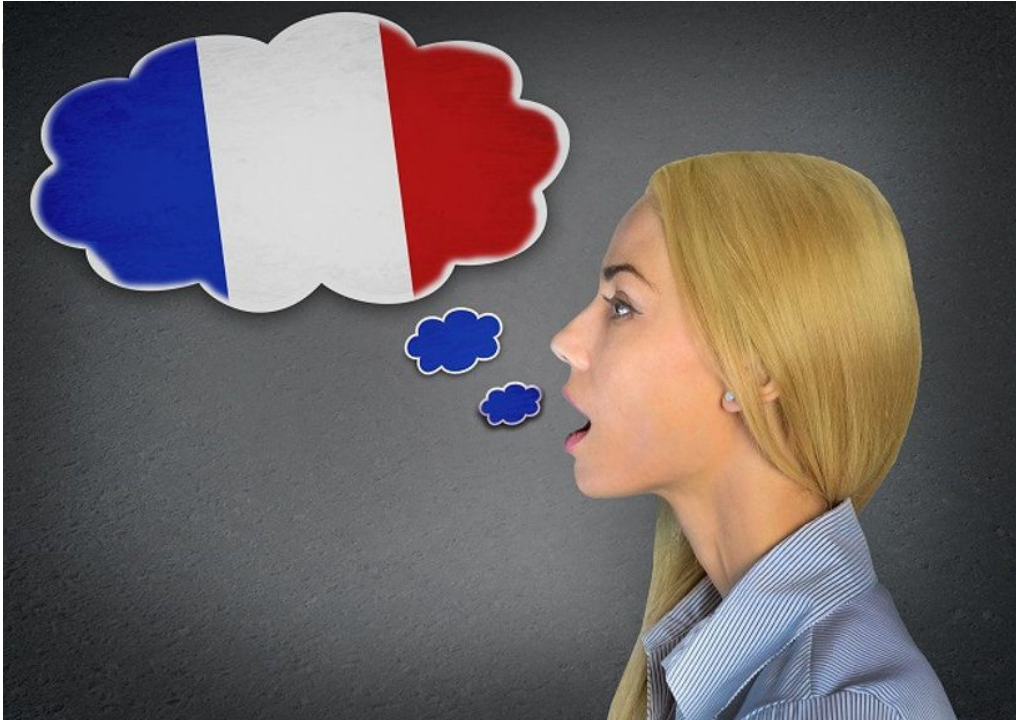
- parce que les gens ont l'air heureux/drôles...
- car j'adore la plage, la montagne, les festivals...
- j'aimerais faire partie de la scène pour...

Je n'aime pas cette photo

- parce que la météo n'est pas à mon goût
- car je n'aime pas les activités, je préfère...
- Je ne voudrais pas participer à la photo car...

GCSE
Décrire
une
photo

Assessing an exemplar



Use the mark scheme
and then compare
pupil's results



Comparing with marks awarded

Assessment Grid for Unit 1: Speaking Photo Card Discussion

HIGHER TIER

(15 marks)

Band	Marks	Communication and interaction *	Marks	Linguistic knowledge and accuracy
5	9-10	- Conveys detailed information and extended responses to the photo and all questions. - Consistently able to express and justify thoughts, points of view and exchange opinions in detail.	5	- Excellent language with a wide variety of vocabulary and grammatical structures, including complex structures. - High level of accuracy with few minor errors which occur when attempting more complex structures or vocabulary. References to past, present and future events are successful.
4	7-8	- Conveys relevant information with some extended responses to the photo and all or nearly all questions. - Able to express thoughts, points of view and exchange opinions with justification	4	- Very good language with some variety of vocabulary and grammatical structures. - Very good level of accuracy with some minor errors. Other errors occur when attempting more complex structures or vocabulary. References to past, present and future events are mostly successful.
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2	3-4	- Conveys some information in response to the photo and questions. - Able to express some opinions with some attempts at simple justification.	2	- Generally good language with a mainly simple range of vocabulary and grammatical structures. Attempts made at more complex structures. - Generally good level of accuracy when using simple structures. There may be errors but they do not generally prevent communication. Some success in making reference to past, present and future events.
1	1-2	- Some attempts to respond to the photo and some questions with simple responses. - Able to express some basic opinions.	1	- Reasonable language with a simple range of vocabulary and simple grammatical structures. Limited attempts made at more complex structures. - Accuracy demonstrated when using simple structures. There may be errors which occasionally prevent communication. Attempts to make reference to past, present and future events may have only limited success.
0	0	Response not worthy of credit.	0	Response not worthy of credit.



1:08

Comparing with marks awarded

Photo Card								
CI	0	1-2	3-4	5-6	7-8	9-10	8	The candidate conveys relevant information with extended responses to nearly all questions. Opinions are expressed and justified.
LKA	0	1	2	3	4	5	2	Generally, a good level of accuracy using simple structures. Attempts are made at compound sentences. Errors rarely impede communication. No time references are used.



1:08

Sequencing a photo card lesson: how will you build up to this end goal?



IDENTITY AND CULTURE

(15 marks)

Customs and traditions



Answer the questions.

- Qu'est-ce qui se passe sur cette photo?
- Est-ce que c'est important de fêter les anniversaires? Pourquoi (pas)?

Your teacher will now ask you two further questions.

Teaching a GCSE lesson - takeaways

**Explicitly link
every lesson to
the exam
specification**

**Share your
planning decisions
e.g. "we are doing
this because..."**

**Scaffold the
learning**

**Share the
assessment
criteria & mark
scheme**

**Use other skills to
help pupils
internalise
structures**

**Provide exemplars
/ model answers
/WAGOLL**

Band	Marks	Communication and interaction *	Marks	Linguistic knowledge and accuracy
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0	0	Response not worthy of credit.	0	Response not worthy of credit.

Teaching literature at A level

A2 Unit 5: reading the specification

**A2 Unit 5: Critical and analytical response in writing
(closed-book)**

Written examination: 1 hour 30 minutes

12% of qualification

40 marks

One essay question –based on the study of **one** literary work taken from the prescribed list

Learners are not permitted to use dictionaries or texts in any part of the assessment.

A2 Unit: understanding the thematic context

Area of interest (i) Social issues and trends	Area of interest (ii) Political, intellectual and artistic culture
Theme 1: (AS) Being a young person in French-speaking society • Family structures, traditional and modern values, friendships / relationships • Youth trends, issues and personal identity • Educational and employment opportunities	Theme 2: (AS) Understanding the French-speaking world • Regional culture and heritage in France, French-speaking countries and communities • Literature, art, film and music in the French-speaking world
Theme 3: (A level) Diversity and difference • Migration and integration • Cultural identity and marginalisation • Cultural enrichment and celebrating difference • Discrimination and diversity	Theme 4: (A level) France 1940-1950: The Occupation and the post-war years • From June 1940-May 1945 (occupation, liberation and end of World War II) • Life in Occupied France and the cultural dimension (théâtre, cinéma, littérature) • 1945-1950: rebuilding and restructuring • Repercussions for modern day France

Assessment objectives and weightings

AO3 (AS/A level)

Manipulate the language accurately, in spoken and written forms, using a range of lexis and structure

AO4 (AS only)

Show knowledge and understanding of, and respond critically to, different aspects of the culture and society of countries/communities where the language is spoken.

AO4 (A level only)

Show knowledge and understanding of, and respond critically and analytically to, different aspects of the culture and society of countries/communities where the language is spoken

Assessment objectives are shown below as a percentage of the full A level.

	AO1	AO2	AO3	AO4	Total
AS Unit 1	2%	2%	4%	4%	12%
AS Unit 2	6%	10%	8%	4%	28%
A2 Unit 3	3%	3%	6%	6%	18%
A2 Unit 4	9%	15%	6%	-	30%
A2 Unit 5	-	-	6%	6%	12%
Overall weighting	20%	30%	30%	20%	100%

Being aware of the end point

Répondez à **une** question (a) ou (b). Écrivez environ 400 mots **en français**.

1. Irène Némirovsky : *Le bal*

[40]

- (a) Le lecteur peut-il éprouver de la sympathie pour Mme Kampf ? Donnez et justifiez votre réponse.

Ou

- (b) Analysez le thème de l'exclusion sociale dans le roman. Donnez et justifiez vos idées.

2. Faïza Guène : *Kiffe kiffe demain*

[40]

- (a) Analysez l'impact de la pauvreté sur la vie des habitants de Livry-Gargan dans le roman. Justifiez vos idées.

Ou

- (b) Quel est le rôle et l'importance de Nabil dans le roman ? Donnez et justifiez votre

Understanding the banded marking scheme

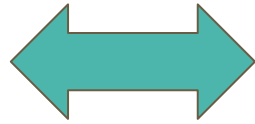
- You should first read and annotate a candidate's response to **pick out the evidence that is being assessed** in that question.
- When deciding on a band for each assessment objective, **the response should be viewed holistically**.
- If a candidate's response covers different aspects of different bands within the mark scheme, **a 'best fit' approach should be adopted** to decide on the band.
- **Small omissions** in some parts of their response **may not negatively affect the mark awarded**.

Mark scheme - banded marking

Marks	AO3: manipulate the language accurately, in written forms, using a range of lexis and structure	Marks	AO4: show knowledge and understanding of, and respond critically and analytically to, different aspects of the culture and society of countries/communities where the language is spoken
17-20	- Excellent manipulation of the language of study; almost error-free - A wide range of lexis and idiomatic structures used - Excellent use of language appropriate to the task set	17-20	- Excellent knowledge of different aspects of the culture and society of France and French-speaking countries and communities appropriate to the question set - Arguments and points of view developed and justified by evidence from the source material - Conclusions drawn based on detailed analysis of issues and themes
13-16	- Very good manipulation of the language; some errors occur when attempting more sophisticated or abstract contexts and structures - A good range of lexis and idiomatic structures used - Very good use of language appropriate to the task set	13-16	- Very good knowledge of different aspects of the culture and society of France and French-speaking countries and communities appropriate to the question set - Arguments and points of view usually justified by evidence from the source material - Conclusions usually drawn based on analysis of issues and themes
9-12	- Sound manipulation of the language of study; some errors occur which are repeated - A range of lexis and idiomatic structures used	9-12	Good knowledge of different aspects of the culture and society of France and French-speaking countries and communities generally appropriate to the question set

What are the implications of a banded marking approach?

Linking the context of the text



Theme 3: (A level) Diversity and difference

- Migration and integration
- Cultural identity and marginalisation
- Cultural enrichment and celebrating difference
- Discrimination and diversity

French-Algerian Author Faiza Guene's Identity, Hope, and Despair

Sixteen years after her first novel achieved worldwide acclaim, Faiza Guene is still fighting stereotypes.

“Kiffe Kiffe Demain” (Just Like Tomorrow) explores the life of 15-year-old Doria, the daughter of Moroccan immigrants, as she, like Guene, comes of age in a suburb on the outskirts of Paris. Narrated by Doria, the story describes her life and her mother's emotional recovery after her husband abandoned the family for a younger woman.

Verlan is a type of argot, or slang, that relies on the inversion of syllables in a word to create a new word. In fact, the word Verlan is itself verlan – it is the inverse of the word l'envers, which translates to inverse.

Discussing the themes

Understanding the author's motivation



Using YouTube videos to give expert guidance



Using the support of ready-made materials

University of Leeds:

https://artsoutreach.leeds.ac.uk/wp-content/uploads/sites/21/2018/09/Teaching_French_Film_and_Literature_AS_A2_resources_UoL2016.pdf

WJEC:

<https://resources.wjec.co.uk/Pages/ResourceSingle.aspx?rlid=2449>

General ideas:

<https://mflcraft.blogspot.com/2020/09/teaching-alevel-10-step-guide.html>

Building up to the exam essay

- **CONTEXTUALISE** the text: discuss background, motivation
- **CONNECT**: make explicit links to other parts of the course
- **DRILL**: thematic & descriptive vocabulary, sentence starters, rubric and question vocabulary
- **MODEL**: provide models e.g. past students' work; WAGOLL
- **CHECK COMPREHENSION**: checking understanding in English; placing images / texts in order; reading comprehension, cloze procedure.
- **USE OTHER SKILLS**: listening - interview with author, audiobook; speaking - practise with speaking mats / frames to internalise structures.
- **WRITING DEVELOPMENT**: sentences to paragraphs etc; translation work - from and into TL; scaffold with writing frames / mats

Syntactic cloze work

Quand j'étais petite, je _____(1) les cheveux des Barbie, parce qu'elles étaient blondes, et je leur coupais aussi les seins, parce que j'en avais pas. En plus c'était même pas de vraies Barbie. C'était des poupées de pauvre que ma mère _____(2) achetait à Giga Store. Des poupées toutes nazes. Tu jouais avec deux jours, _____(3) devenaient _____de guerre. Même leur prénom, c'était de la merde : Françoise. C'est pas un prénom pour faire rêver les petites filles, ça ! Françoise, c'est la poupée des petites filles qui _____pas.

rêvent	m'	leur	son	leurs	coupais	ai coupé
me	elles	rêve	mutilées			

Semantic cloze work

D'après elle j'aurai plus que des bonnes notes parce que son fils _____(1), c'est un génie. 'ai remarqué que les mères arabes pensent souvent ça de leur fils. Mais _____(2) de Nabil elle abuse. Elle croit que c'est l'Einstein des HLM, et elle le dit à tout le monde. Lui, il se la pète parce qu'il porte _____(3) et qu'il s'y connaît à peu près en politique. Il doit savoir vaguement la différence entre la droite et la gauche. Heureusement ma mère n'a pas tout à fait dit oui. Elle a utilisé le joker _____(4) ; ça veut dire ni oui ni non. C'est "si Dieu veut", la vraie traduction. Mais ça tu pourras jamais le savoir si Dieu il veut ou pas....

Ishaag la sœur la mère des lunettes As-salamu alaikum
"Inchallah"

French AS/A Level - Diversity and difference

Sub-theme: Cultural identity/ enrichment/ celebrating difference



1 L'identité culturelle

La singularité / les particularités
Une société pluriculturelle
Une société multiculturelle
La mixité culturelle
Conserver l'identité culturelle
Faire valoir son patrimoine culturel
Les groupes culturels minoritaires
L'identité religieuse
Les valeurs
Les croyances
Le sentiment d'appartenance
La liberté d'expression culturelle / religieuse
La laïcité
Les valeurs républicaines / laïques

2 L'enrichissement culturel

Valoriser / promouvoir
Apporter / un apport / un atout
Enrichir / élargir
Un hommage
Emprunter / un emprunt
Partager des traditions
Une culture commune
L'inclusion culturelle
La participation culturelle
La cohésion culturelle

Les apports / les emprunts
Les traditions culinaires / vestimentaires / culturelles
Une fête nationale
Une fête traditionnelle
La représentation des groupes culturels minoritaires
La protection culturelle

3 Célébrer la différence

Le respect mutuel
Le respect d'autrui
La richesse culturelle
La diversité culturelle
La diversité religieuse
Les différences / les similarités
Sensibiliser
La tolérance / la compréhension
Une coutume
Un comportement
Un mode de vie
Accepter la différence
Valoriser les différences culturelles
Coexistence / la cohabitation des cultures
La politique de diversité culturelle

Comment améliorer vos réponses:

- développez vos idées
- donnez vos opinions
- expliquez vos idées
- variez le vocabulaire que vous utilisez
- recherchez ce vocabulaire et essayez de l'utiliser.

4 Organisations et événements

Journée Mondiale de la Diversité Culturelle

Organisation Internationale de la Francophonie

Questions:

*en France ou dans les pays francophones

1. Que peut-on faire pour soutenir la pluralité / l'inclusion dans la société française ?
Le gouvernement devrait-il subventionner les campagnes de sensibilisation / des événements culturels ?
Que faut-il faire pour promouvoir les valeurs traditionnelles / républicaines ?
2. Quelle est l'importance de la diversité ?
L'unité de la société française a-t-elle encore de l'importance de nos jours ?
De quelle façon pourrait-on favoriser l'expression des cultures minoritaires ?
3. Comment favoriser le respect et la coexistence en France*?
Comment valoriser les apports culturels des groupes minoritaires en France*?
Quels sont les avantages et les inconvénients d'une société multiculturelle ?

Referring to WJEC Knowledge organisers

The AO3 element assesses the language used in the essay and has three strands which guide this assessment. It evaluates not only linguistic accuracy but also whether the language is that of critical evaluation and the expression of ideas that respond to the title set. Precise vocabulary for the ideas of the novel and the task of critical analysis are very important also.

The issues to be aware of are the frequency of the grammatical errors and a tendency to drift away from the title. Lack of vocabulary impedes candidates from successfully expressing the full range of their thoughts.

The AO4 element assesses knowledge of the text studied in the context of the question set. It evaluates the critical selection of evidence to support the line of logic presented to answer the title set. The dangers to be avoided here are the tendency to explain or narrate events. The focus must not drift away from the title set. Candidates must be careful not to introduce irrelevant material.

Reading the WJEC Examiners' Reports

Write the two digit question number *inside*
the boxes next to the first line of your answer
Ysgrifennwch rif dau ddigid y cwestiwn yn y
blychau gyferbyn â llinell gyntaf eich ateb

Answer
Ateb

0 2

b)

L'histoire du ~~roman~~ roman «Kiffe Kiffe Demain» est située dans la banlieue de Ligny-Clugny, pas ~~loin~~ ^{loin} de Paris. On voit la vie dans cette banlieue par ~~la~~ ^{de} perspective d'une femme ~~personne~~ ^{arabique} qui a souvent la mauvaise chance. Par conséquent, l'optimisme de la banlieue n'est pas fort dans cette histoire.

À travers le roman on voit le ~~thème~~ thème de pauvreté. Doria et sa mère doit vivre une vie limitée à cause de la manque d'argent.

Évidemment, Faïza Guène voulait montrer le problème plus important

de la France aujourd'hui. Pour beaucoup, c'est ~~est~~ ^{est} l'argent pour une vie confortable, et Yasmina et Doria ~~est~~ ^{est} l'exception. C'est difficile, trouver l'optimisme dans ~~entend~~ ^{entend} que, ~~par~~ ^{par} exemple, Doria, qui est pratiquement se sent obligée de travailler pour être juste pour

Sep 4

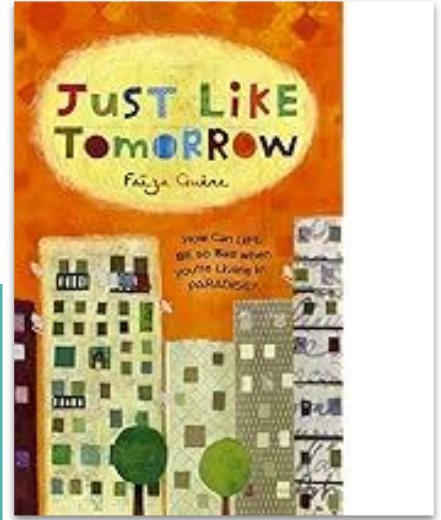
A04: sharp, direct introduction straight into the question set.

Add a reply

Assessing with students WJEC exemplars / WAGOLL

Think, Pair, Share...

Should we allow students to
use a translation of the
literary text?



Exploiting the joy of close reading

- Gives you the opportunity to **share your passion**
- Allows you to examine a text **semantically** and **syntactically**
- Helps build **students' confidence** as you 'scaffold' their reading
- Provides a **focus on pronunciation**



C'est lundi et comme tous les lundis, je suis allée chez Mme Burlaud. Mme Burlaud, elle est vieille, elle est moche et elle sent le Parapoux. Elle est inoffensive mais quelquefois, elle m'inquiète vraiment. Aujourd'hui, elle m'a sorti de son tiroir du bas une collection d'images bizarres, des grosses taches qui ressemblaient à du vomi séché. Elle m'a demandé à quoi ça me faisait penser. Je lui ai dit et elle m'a fixée de ses yeux globuleux en remuant la tête comme les petits chiens mécaniques à l'arrière des voitures.

C'est le lycée qui m'a envoyée chez elle. Les profs, entre deux grèves, se sont dit que j'avais besoin de voir quelqu'un parce qu'ils me trouvaient renfer-

méc... Peut-être qu'ils ont raison, je m'en fous, j'y vais, c'est remboursé par la Sécu.

Je crois que je suis comme ça depuis que mon père est parti. Il est parti loin. Il est retourné au Maroc épouser une autre femme sûrement plus jeune et plus féconde que ma mère. Après moi, Maman n'a plus réussi à avoir d'enfant. Pourtant, elle a essayé longtemps. Quand je pense qu'il y a des filles qui font pas exprès de tomber enceintes du premier coup... Papa,

Teaching an A level literature lesson - takeaways

Explicitly link every lesson to the exam specification

Using student essays, mark together / peer-mark

Contextualise the text

Share the assessment criteria & mark scheme

Closely read the text with students

Find online resources to support you

Plenary: summarise today's learning



- **Formative assessment**
- **Digital technology**
- **Summative assessment**

- **Marking strategies**
- **Teaching GCSE speaking - photo card**
- **Teaching A level literature**



Guest talk: MFL Assessment across KS 3/4/5

Speaker: Mrs Nicola Smart (MFL teacher and PGCE mentor)

Time: 3:15-4:15 pm @Teams

Date: 23rd Feb

Summary Marking Practice

		Levels considered	Level awarded
Jordan	French	4, 5 and 6	Level 5
Josephine	French	5, 6 and 7	Level 6
Hazel	German	5, 6 and 7	Level 6
Penny	German	3, 4 and 5	Level 4
Chelsea	Spanish	5, 6 and 7	Level 6
Huw	Spanish	6, 7 and 8	Level 8