

| Analysis of poll results in ALL Webinar 2 Thurs 22nd April |          |  |   |  |  |  | Total | Yes | Yes % | No | No % | check |
|--|----------|--|---|--|--|--|-------|-----|-------|----|------|-------|
| 1  | Poll 1/1 | Do you agree that there should be a defined word list for listening?   |   |  |  |  | 70    | 52  | 74%   | 18 | 26%  | 70    |
| 1  | Poll 1/2 | Do you agree that there should be a defined word list for reading?   |   |  |  |  | 70    | 53  | 76%   | 17 | 24%  | 70    |
| 1  | Poll 1/3 | Do you agree that there should be a defined word list for writing?   |   |  |  |  | 70    | 32  | 46%   | 38 | 54%  | 70    |
| 1  | Poll 1/4 | Do you agree that there should be a defined word list for speaking?  |   |  |  |  | 70    | 27  | 39%   | 43 | 61%  | 70    |
|  |          |  |   |  |  |  |       |     |       |    |      |       |
|  | Poll 2   | The proposals state that all vocabulary listed can be tested in all skills, with no scope for 'receptive only' words.  |   |  |  |  |       |     |       |    |      |       |
|  |          |  |   |  |  |  |       |     |       |    |      |       |
| 2  |          | All vocabulary should be for all skills  | <i>only one choice could be selected</i>      |  |  |  | 65    | 28  | 43%   |    |      |       |
| 2  |          | The vocabulary for both listening and reading should be relatively larger than the other 2 skills  |   |  |  |  | 65    | 22  | 34%   |    |      |       |
| 2  |          | The vocabulary for listening should be relatively larger than the other three skills   |   |  |  |  | 65    | 0   | 0%    |    |      |       |
| 2  |          | The vocabulary for reading should be relatively larger than the other three skills   |   |  |  |  | 65    | 15  | 23%   |    |      |       |
|  |          |  |   |  |  |  |       |     |       |    |      |       |
|  |          |  |   |  |  |  | Total | Yes | Yes % | No | No % | check |
| 3  | Poll 3/1 | The proposals do not propose themes and topics and do not require an AO to provide themes and topics to be examined. Should students know for exams the range of contexts / themes / topic from which they are going to be tested?                           |   |  |  |  | 70    | 64  | 91%   | 6  | 9%   | 70    |
| 3  | Poll 3/2 | If students do not know for exams the range of contexts / themes / topic from which they are going to be tested, will the questions be valid and reliable across students from different schools?  |   |  |  |  | 70    | 11  | 16%   | 59 | 84%  | 70    |
| 3  | Poll 3/3 | Should there be agreement between exam boards for a common set of themes so as to promote collaboration, comparison of standards, transferability of textbooks, etc?   |   |  |  |  | 70    | 62  | 89%   | 8  | 11%  | 70    |
|  |          |  |   |  |  |  |       |     |       |    |      |       |
|  |          | <b>4 when done in sequence, but "n/a" not there as possible answer</b>   |   |  |  |  | Total | Yes | Yes % | No | No % | check |
| 4  | Poll 4/1 | If it were essential to retain the principle of words lists, in the light of the concerns expressed in Webinar 1 about using tightly controlled highest frequency from general corpora, should alternative ways be explored?                                 |   |  |  |  | 68    | 65  | 96%   | 3  | 4%   | 68    |
|  | Poll 4/2 | Which of the following approaches should be considered instead?  |   |  |  |  |       |     |       |    |      |       |
| 4  |          | From highest frequency occurrences in a corpus relevant to 16-year-olds  | <i>more than one choice could be selected</i> |  |  |  | 68    | 36  | 53%   |    |      |       |
| 4  |          | From themes specified by DfE or by exam boards   |   |  |  |  | 68    | 29  | 43%   |    |      |       |
| 4  |          | 50% from the highest frequency list with 50% specified to match themes   |   |  |  |  | 68    | 47  | 69%   |    |      |       |
|  |          |  |   |  |  |  |       |     |       |    |      |       |
|  |          | <b>4 when done at end, with "n/a" not there as possible answer</b>   |   |  |  |  | Total | Yes | Yes % | No | No % | check |
| 4  | Poll 4/1 | If it were essential to retain the principle of words lists, in the light of the concerns expressed in Webinar 1 about using tightly controlled highest frequency from general corpora, should alternative ways be explored?                                 |   |  |  |  | 58    | 53  | 91%   | 5  | 9%   | 58    |
|  | Poll 4/2 | Which of the following approaches should be considered instead?  |   |  |  |  |       |     |       |    |      |       |
| 4  |          | From highest frequency occurrences in a corpus relevant to 16 year olds  | <i>more than one choice could be selected</i> |  |  |  | 58    | 31  | 53%   |    |      |       |
| 4  |          | From themes specified by DfE or exam boards  |   |  |  |  | 58    | 17  | 29%   |    |      |       |
| 4  |          | 50% from the highest frequency list with 50% specified to match themes   |   |  |  |  | 58    | 41  | 71%   |    |      |       |
| 4  |          | Not applicable   |   |  |  |  | 58    | 7   | 12%   |    |      |       |
|  |          |  |   |  |  |  |       |     |       |    |      |       |
|  |          |  |   |  |  |  | Total | Yes | Yes % | No | No % | check |
| 5  | Poll 5   | Do you agree that it avoids "double testing/penalty" by having comprehension questions and rubrics in English?   |   |  |  |  | 68    | 63  | 93%   | 5  | 7%   | 68    |
|  |          |  |   |  |  |  |       |     |       |    |      |       |
|  |          |  |   |  |  |  | Total | Yes | Yes % | No | No % | check |
| 6  | Pol 6/1  | Do you agree that the DfE should be specifying the pedagogy teachers should be using?  |   |  |  |  | 68    | 7   | 10%   | 61 | 90%  | 68    |
| 6  |          | Do you agree that the DfE should be specifying the details of the assessment question types (e.g. reading a passage aloud then being asked questions on it)?   |   |  |  |  | 68    | 31  | 46%   | 37 | 54%  | 68    |
| 6  |          | Do you agree that the DfE should be specifying mixed skills testing? (i.e. Dictation/ Read aloud text and answer questions on the text)?   |   |  |  |  | 68    | 27  | 40%   | 41 | 60%  | 68    |
|  |          |  |   |  |  |  |       |     |       |    |      |       |
|  |          |  |   |  |  |  | Total | Yes | Yes % | No | No % | check |
| 7  | Poll 7   | Do you agree with the mixed skill Assessment Objectives from the Ofqual consultation i.e. AO1 = Understand and respond to spoken language in speaking and in writing (35%) AO2 = Understand and respond to written language in speaking and in writing (45%) |   |  |  |  | 64    | 29  | 45%   | 35 | 55%  | 64    |
|  |          |  |   |  |  |  |       |     |       |    |      |       |
|  |          |  |   |  |  |  | Total | Yes | Yes % | No | No % | check |
| 8  | Poll 8   | Do you agree that there is a risk of dilution regarding an awareness of the culture of the countries in the proposals?   |   |  |  |  | 70    | 59  | 84%   | 11 | 16%  | 70    |
| 8  |          | Do you agree that no longer specifying the use of authentic materials is a risk?   |   |  |  |  | 70    | 48  | 69%   | 22 | 31%  | 70    |
| 8  |          | Do you agree that there is a risk in not specifying that themes should include culture (e.g. customs and festivals)?   |   |  |  |  | 70    | 55  | 79%   | 15 | 21%  | 70    |
|  |          |  |   |  |  |  |       |     |       |    |      |       |
|  |          |  |   |  |  |  | Total | Yes | Yes % | No | No % | check |
| 9  | Poll 9   | Do you agree with the reduction in emphasis on communication and the downgrading of the statement of purpose for learning and using a language?  |   |  |  |  | 66    | 3   | 5%    | 63 | 95%  | 66    |
| 9  |          | Bearing in mind that comparable outcomes means that grading outcomes will remain the same, do you believe that these proposals will increase the take-up of ML at KS4 ?  |   |  |  |  | 66    | 7   | 11%   | 59 | 89%  | 66    |
|  |          |  |   |  |  |  |       |     |       |    |      |       |
|  |          |  |   |  |  |  | Total | Yes | Yes % | No | No % | check |
| 10   | Pol 10   | The proposals state that all grammar listed can be tested in all skills, with no scope for 'receptive only' elements. Do you agree that there should be no 'receptive only' elements?  |   |  |  |  | 70    | 27  | 39%   | 43 | 61%  | 70    |