**WJEC PATHWAYS - ENTRY QUALIFICATIONS**

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| **Title** | **Using French to discuss social issues** |
| **Unit Ref No:** | **H/503/4659**  **D/503/4658** |
| **Entry Code** | **6292 / E2**  **6292 / E3** |
| **Level** | **Entry 2 and 3** |
| **Credit Value** | **3** |
| **Unit aim** | This unit aims to enable learners to acquire the language and skills required to provide and respond to information about social issues. This should cover issues such as food, the weather and environmental concerns |

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| **LEARNING OUTCOMES**  To be awarded credit for this unit, the learner will: | **ENTRY 2**  **ASSESSMENT CRITERIA**  Assessment of this learning outcome will require a learner to demonstrate that they can: | **ENTRY 3**  **ASSESSMENT CRITERIA**  Assessment of this learning outcome will require a learner to demonstrate that they can: |
| **LO1**  Know vocabulary and phrases related to social issues. | **AC1.1**  Know a simple range of French vocabulary about social issues.  **AC1.2**  Use resources to look up basic words in French about social issues. | **AC1.1**  Know a range of French vocabulary and phrases about social issues.  **AC1.2**  Use resources to look up and identify words in French about social issues. |
| **LO2**  Be able to give details about social issues. | **AC2.1**  Use words in French to communicate information about social issues.  **AC2.2**  Speak in French with some accurate pronunciation about social issues. | **AC2.1**  Use sentences in French to communicate information about social issues.  **AC2.2**  Speak in French with accurate pronunciation about social issues. |
| **LO3**  Be able to respond to information about social issues. | **AC3.1**  Respond to a short spoken piece of French about social issues.  **AC3.2**  Respond to a short extract written in French about social issues. | **AC3.1**  Respond to a longer spoken piece of French about social issues.  **AC3.2**  Respond to a longer extract written in French about social issues. |

**2. Amplification of Content**

The following suggestions should be considered in the context of:

* the level the learner is working at;
* providing opportunities for progression;
* centre facilities and resources.

**LO1 Language Acquisition**

**LO1 focuses on the skill of acquiring vocabulary and language skills including using resources to look up information.**

**Learners will know the vocabulary to enable them to do the following:**

* Describe their favourite pastime and those of other people
* Express their likes and dislikes of pastimes or food and drink
* Use resources to look up vocabulary about activities and pastimes
* Understand the key vocabulary of issues such as environment, weather and health

**LO2 Productive Skills – Speaking and Writing**

**LO2 focuses on the skills of speaking and writing with a particular focus on increasingly accurate pronunciation and progression from word to phrase to sentence level.**

**Learners will need know how to do the following:**

* Talk or write about their favourite pastime and those of other people
* Speak about their likes and dislikes of pastimes or food and drink
* Speak or write about issues such as the environment, weather and health

**LO3**

**LO3 focuses on the skills of listening and reading. Learners will need to respond to progressively longer extracts of spoken and written language when moving from Entry 2 to Entry 3.**

**Learners will know how to do the following:**

* Understand details about pastimes and hobbies
* Identifies likes and dislikes associated with social activities
* Understand health instructions and information given by a doctor
* Show understanding of a range of other social issues such as the weather and the environment

**These lists are not exhaustive and are intended as a guide**

**3. Delivery**

**3.1 Planning Courses**

Achievement of each unit is confirmed through a ‘statement of achievement’, so that learners will gain some recognition for all completed work. However, in planning courses teachers will need to consider the possible qualification outcomes for individual learners. **For full details of the qualifications (Awards and Certificates) and rules of combination, please refer to the WJEC Entry Pathways specification.**

Closely related units likely to be delivered along with ***Using French to Discuss Social Issues*** are:

* **Introducing Self, Family and Friends**
* **Using French to Discuss where People Live**
* **Being a Tourist in a French Speaking Country**
* **Using French to Discuss Work**

Choosing a combination of the above units would work towards an Entry Pathways qualification in Humanities, with a particular focus in the discipline of French. Alternatively, this unit can be studied with other units in the Humanities suite which will give a more cross-curricular approach.

**3.2 Resources**

No specific textbooks have been written for this particular unit. Teachers and learners are advised to gather relevant information using general French textbooks (Key Stage 3 and Key Stage 4). While the text may be inappropriate for students working at Entry Level, the visual resources and some activities (e.g. photographs, cartoons, sketches etc) will be most useful in stimulating the students’ learning.

The following websites which have proved useful in teaching French at Entry Level:

[www.bbc.co.uk/languages/french](http://www.bbc.co.uk/languages/french) - some useful video materials

[www.linguascope.com](http://www.linguascope.com) – wide range of resources

[www.zut.org.uk](http://www.zut.org.uk) – wide range of resources but it is a subscription site

<http://uk.franceguide.com> official website of the French Government Tourist Office

[www.sunderlandschools.org/mfl-sunderland/resources](http://www.sunderlandschools.org/mfl-sunderland/resources) - wide range of useful resources

<http://www.francealacarte.org.uk> - a site run by the French embassy which contains useful links and information about France

<http://www.meteo.fr/temps/index.html> - today’s and tomorrow’s weather forecast for France. Also satellite images of Europe and details of the weather in a selection of major cities round the world

**4. Assessment**

**4.1 Ways of demonstrating that the criteria have been met**

All Entry Pathways units are internally assessed and externally moderated.

The following principles apply to the assessment of each unit:

* all assessment criteria must be met for unit learning outcomes to be achieved
* for units provided for Entry 2 and Entry 3, criteria must be met in full at each level
* tasks may be chosen from examples given by WJEC (see below) or set by the centre

**There will no longer be any ‘set tests’ as in the legacy Entry Level course.** Rather, there will be suggestions that can be developed to provide evidence that the assessment criteria for each learning outcome have been met. The practical delivery of these assessment methods in the classroom is likely to vary from centre to centre.

In practice, ways of demonstrating that the criteria have been met will vary according to centre type and the nature of candidates. It may also depend upon the way in which this unit has been integrated with other units in the delivery of the course as a whole. Further guidance is given in Section 6 on Assessment in the Entry Pathways Specification.

A major difference is that the traditional methods of assessment using prepared tasks and assessments will disappear as formal assessments. They will be replaced by an evidence based model which will expect candidates to demonstrate achievement of the specified assessment objectives. This can be done in a variety of ways which suit the particular school. The unit specification will suggest some appropriate assessments. These may include assessments based around:

However, the following types of approach are likely to feature as ways of demonstrating that the assessment criteria have been met:

* Posters
* Written work
* Oral questions and answers
* Oral presentations
* Contributing to group discussions
* Power-point presentations
* Use of visual images such as photographs or cartoons
* Storyboards
* Case studies
* Interviews
* Surveys and questionnaires
* Action plans
* Map work
* Podcasts
* Learning logs

These will not be ‘marked’ by numbers or levels. Rather they will be used as evidence to demonstrate that the criteria for the unit have been met.

**4.2 Examples of Tasks**

**It should be noted that these are suggestions of tasks to meet the Assessment Criteria for each Learning Outcome.**

**Tasks specific to *Using French to Discuss Social Issues***

**Examples of tasks to demonstrate evidence of achievement:**

**LO1: Know vocabulary related to social issues**

**At Entry 2 learners could:**

* Label on the timetable the sports activities which take place in your youth club

**At Entry 3 learners could:**

* Design a poster promoting food for healthy eating

**LO2: Be able to give details about social issues**

**At Entry 2 learners could:**

Ask other students in your class about the foods they like and dislike. Record the results on the grid

**At Entry 3 learners could:**

You have been asked to do a 5 day forecast for your region.

Write this in French in a newspaper or webpage format

**LO3: Be able to respond to information about social issues**

**At Entry 2 learners could:**

From a map of the world with weather symbols, write down the

weather in the countries

**At Entry 3 learners could:**

Listen to the students from Martinique speaking about their illnesses and injuries. From the cards in front of you, match the injuries they mention with the cards with their names

**4.3 Recording**

Assessment will be recorded on the attached form by indicating successful completion of each Assessment Criterion. All criteria must be met for the unit to be achieved and credit awarded. Where a unit is provided at both Entry 2 and Entry 3, Learning Outcomes may be common but Assessment Criteria will be differentiated and must be met at the relevant level.

**5. Administrative Arrangements**

For details of administrative arrangements, please refer to the WJEC Entry Pathways specification, which includes information about:

* Entry Procedures
* Internal Assessment and External Moderation
* Awarding and Reporting
* Issue of Results
* Access Arrangements
* Post-Results Services.

**Using French to Discuss Social Issues**

**ENTRY 2**

**ASSESSMENT RECORD**

Candidate Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Candidate No.\_\_\_\_\_\_\_\_\_\_\_\_

Centre Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Centre No.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Assessment Criteria** | **Met** | **Evidence** | **Office Use** |
| AC1.1  Know a simple range of French vocabulary about social issues. |  |  |  |
| **AC1.2**  Use resources to look up basic words in French about social issues. |  |  |  |
| **AC2.1**  Use words in French to communicate information about social issues. |  |  |  |
| **AC2.2**  Speak in French with some accurate pronunciation about social issues. |  |  |  |
| **AC3.1**  Respond to a short spoken piece of French about social issues. |  |  |  |
| **AC3.2**  Respond to a short extract written in French about social issues. |  |  |  |

General Comments

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Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Moderator: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Using French to Discuss Social Issues**

**ENTRY 3**

**ASSESSMENT RECORD**

Candidate Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Candidate No.\_\_\_\_\_\_\_\_\_\_\_\_

Centre Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Centre No.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Assessment Criteria** | **Met** | **Evidence** | **Office Use** |
| **AC1.1**  Know a range of French vocabulary and phrases about social issues. |  |  |  |
| **AC1.2**  Use resources to look up and identify words in French about social issues. |  |  |  |
| **AC2.1**  Use sentences in French to communicate information about social issues. |  |  |  |
| **AC2.2**  Speak in French with accurate pronunciation about social issues. |  |  |  |
| **AC3.1**  Respond to a longer spoken piece of French about social issues. |  |  |  |
| **AC3.2**  Respond to a longer extract written in French about social issues. |  |  |  |

General Comments

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Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Moderator: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_