

## WJEC PATHWAYS - ENTRY QUALIFICATIONS

<b>Title</b>	<b>Using French to discuss work</b>
<b>Unit Ref. No.</b>	L/503/4655 J/503/4654
<b>Entry Code</b>	6294 / E2 6294 / E3
<b>Level</b>	Entry 2 and 3
<b>Credit Value</b>	3
<b>Unit aim</b>	This unit aims to enable learners to acquire the language and skills required to provide and respond to information about work. This can also enable learners to provide and respond to information about school.

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

## 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 school and teachers
- Express their likes/dislikes relating to school and school subjects
- Describe work experience and part-time jobs
- Mention how much money they receive
- Describe what they do with their money
- Express their likes/dislikes relating to household chores
- Use resources to look up vocabulary about common professions and workplaces

### LO2 Productive Skills – Speaking and Writing

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

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

- Talk or write about their school and teachers
- Talk or write about their work experience and part-time jobs
- Speak about their likes/dislikes relating to school and school subjects
- Speak or write about issues such as money and household chores

### LO3 Receptive Skills – Listening and Reading

**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 school, teachers and work experience
- Identify likes and dislikes associated with school, work experience and part-time jobs
- Show understanding of a range of issues such as money and household chores

**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 Work* are:

- **Introducing Self Family and Friends**
- **Using French to Discuss where People Live**
- **Using French to Discuss Social Issues**
- **Being a Tourist in a French Speaking Country**

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 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 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

## 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 are no longer 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.

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
- Powerpoint 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 Work*

Examples of tasks to demonstrate evidence of achievement:

#### LO1: Know vocabulary related to work

**At Entry 2 learners could:**

Label on the timetable the subjects they study in school.

**At Entry 3 learners could:**

Design a poster promoting their school to prospective parents.

#### LO2: Be able to give details about work

**At Entry 2 learners could:**

Ask other students in their class about their work experience or part-time jobs and whether they like or dislike it. Record the results on the grid.

**At Entry 3 learners could:**

Write some short answers to some questions about their school for their exchange partner's school blog.

#### LO3: Be able to respond to information about work

**At Entry 2 learners could:**

Read about what these young people do to help at home. Match the name of the young person with the pictures of the household chores they have to do.

**At Entry 3 learners could:**

Listen to the recording of young people talking about how much pocket money they receive and how they spend it. Match the names of the people to the amounts of money they receive and to the things they spend their money on.

## 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 Work

## ENTRY 2

## ASSESSMENT RECORD

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

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

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

General Comments

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

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



## Using French to Discuss Work

## ENTRY 3

## ASSESSMENT RECORD

Candidate Name \_\_\_\_\_

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

Centre Name \_\_\_\_\_

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

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

General Comments

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

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