**WJEC PATHWAYS - ENTRY QUALIFICATIONS**

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| **Title** | **Introducing yourself, family and friends in French** |
| **Unit Ref No.** | **J/503/4668**  **L/503/4669** |
| **Entry Code** | **6290/E2**  **6290/E3** |
| **Level** | **Entry 2/3** |
| **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 themselves, their family and their friends |

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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 themselves, their family and their friends. | **AC1.1**  Know a simple range of French vocabulary about themselves, their family and their friends.  **AC1.2**  Use resources to look up basic words in French about themselves, their family and their friends. | **AC1.1**  Know a range of French vocabulary and phrases about themselves, their family and their friends.  **AC1.2**  Use resources to look up and identify words in French about themselves, their family and their friends. |
| **LO2**  Be able to give details about themselves, their family and their friends. | **AC2.1**  Use words in French to communicate information about themselves, their family and their friends.  **AC2.2**  Speak in French with some accurate pronunciation about themselves, their family and their friends. | **AC2.1**  Use sentences in French to communicate information about themselves, their family and their friends.  **AC2.2**  Speak in French with accurate pronunciation about themselves, their family and their friends. |
| **LO3**  Be able to respond to information about themselves, their family and their friends. | **AC3.1**  Respond to a short spoken piece of French about themselves, their family and their friends.  **AC3.2**  Respond to a short extract written in French about themselves, their family and their friends. | **AC3.1**  Respond to a longer spoken piece of French about themselves, their family and their friends.  **AC3.2**  Respond to a longer extract written in French about themselves, their family and their friends. |

**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:**

* give their own name, age, date and place of birth
* give their own address, telephone number and nationality
* describe the physical and personal qualities of themselves and others
* describe members of their family and friends
* give details about their pets
* describe their hobbies and interests and those of other people
* use resources to look up vocabulary about themselves, their family and their friends.

**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 know how to do the following:**

* give their own name, age, date and place of birth
* give their own address, telephone number and nationality
* talk or write about the physical and personal qualities of themselves and others
* talk or write about members of their family and friends
* describe their pets
* describe their hobbies and interests and those of other people

**LO3 Receptive Skills – Reading and Listening**

**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 need to be taught the following content:**

* understand personal details about other people
* understand the physical and personal qualities of themselves and others
* understand people describing their family, friends and pets
* understand people describing their hobbies and interests

**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 ***Introducing Yourself and Others in French*** are:

* **Using French to Discuss Where People Live**
* **Using French to Discuss Social Issues**
* **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 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.parcasterix.fr> – useful site to look at directions in a real French context

**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 assessments 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 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. These may include assessments based around:

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

**Tasks specific to Introducing yourself, family and friends in French**

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

**LO1: Know vocabulary related to themselves, their family and their friends**

**At Entry 2 learners could:**

* Complete a simple CV with basic information about themselves

**At Entry 3 learners could:**

* Design a poster describing the personal and physical qualities of a friend

**LO2: Be able to give details about themselves, their family and their friends**

**At Entry 2 learners could:**

* Use words to describe a family member

**At Entry 3 learners could:**

* Use sentences to describe your hobbies and interests to your teacher

**LO3: Be able to respond to information about themselves, their family and their friends**

**At Entry 2 learners could:**

* Listen to the recording of this group of friends talking about their hobbies. Match the names of the friends to their hobbies.

**At Entry 3 learners could:**

* Read the activities section of the website of the school in Martinique. Find out 6 hobbies or clubs students can do with their friends during school and afterwards.

**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.

**Talking in French about Themselves, Family and Friends**

**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 themselves, their family and their friends. |  |  |  |
| **AC1.2**  Use resources to look up basic words in French about themselves, their family and their friends. |  |  |  |
| **AC2.1**  Use words in French to communicate information about themselves, their family and their friends. |  |  |  |
| **AC2.2**  Speak in French with some accurate pronunciation about themselves, their family and their friends. |  |  |  |
| **AC3.1**  Respond to a short spoken piece of French about themselves, their family and their friends. |  |  |  |
| **AC3.2**  Respond to a short extract written in French about themselves, their family and their friends. |  |  |  |

General Comments

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

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

**Talking in French about Themselves, Family and Friends**

**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 themselves, their family and their friends. |  |  |  |
| **AC1.2**  Use resources to look up and identify words in French about themselves, their family and their friends. |  |  |  |
| **AC2 .1**  Use resources to look up and identify words in French about themselves, their family and their friends. |  |  |  |
| **AC2.2**  Speak in French with accurate pronunciation about themselves, their family and their friends. |  |  |  |
| **AC3.1**  Respond to a longer spoken piece of French about themselves, their family and their friends. |  |  |  |
| **AC3.2**  Respond to a longer extract written in French about themselves, their family and their friends. |  |  |  |

General Comments

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

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