

WJEC PATHWAYS - ENTRY QUALIFICATIONS

Title	Being a tourist in a French speaking country
Unit Ref. No.	Y/503/4657 R/503/4656
Entry Code	6293 / E2 6293 / 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 tourist requirements. These will include travelling, booking accommodation, shopping, eating out and local attractions.

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

- State where, when and how they wish to travel
- State what ticket and seat requirements they have
- Express what types of accommodation and facilities they require
- Express their requirements and opinions when shopping
- Give numbers, prices and times
- Describe tourist activities and attractions
- Use tourist activities and attractions
- Use resources to look up vocabulary about travelling, booking accommodation, tourist activities and attractions and shopping

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:

- Talk or write about travelling and booking accommodation
- Speak about their likes and dislikes of shopping and tourist activities and attractions

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 different types of holiday destination e.g. city/beach/countryside/mountains
- Understand about making travel arrangements and booking accommodation
- Identify likes and dislikes associated with shopping and tourist activities and attractions
- Understand numbers, prices and times

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 *Being a tourist in a French speaking country*
- **Introducing Self, Family and Friends**
- **Using French to Discuss where People Live**
- **Using French to Discuss Social Issues**
- **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 website have proved useful in teaching French at Entry Level:

www.bbc.co.uk/languages/french - some useful video materials

www.linguascope.com – wide range of resources

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 - 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 in 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 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 *Being a tourist in a French Speaking Country*

Examples of tasks to demonstrate evidence of achievement:

LO1: Know vocabulary related to being a tourist in a French speaking country

At Entry 2 learners could:

Label on a map the different tourist attractions there are in their holiday resort.

At Entry 3 learners could:

Design a poster to promote a hotel or campsite.

LO2: Be able to give details about being a tourist in a French speaking country

At Entry 2 learners could:

Ask at the ticket office of the train or bus station for different types of tickets.

At Entry 3 learners could:

Write a shopping list in French saying what they would like to buy as gifts/souvenirs to take home for each person in their family, adding why they would like the gift.

LO3: Be able to respond to information about being a tourist in a French speaking country

At Entry 2 learners could:

Listen to the recording of people booking rooms at a hotel reception. Note what type of room each person wants.

At Entry 3 learners could:

Read the adverts for tourist attractions in the region where they are on holiday. Choose attractions they would like to visit and in English, say why they have chosen each one from the information which is given in each advert.

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.

Being a tourist in a French speaking country

ENTRY 2

ASSESSMENT RECORD

Candidate Name _____

Candidate No. _____

Centre Name _____

Centre No. _____

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

General Comments

Teacher: _____ Date: _____

Moderator: _____ Date: _____

Being a tourist in a French speaking country

ENTRY 3

ASSESSMENT RECORD

Candidate Name _____

Candidate No. _____

Centre Name _____

Centre No. _____

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

General Comments

Teacher: _____ Date: _____

Moderator: _____ Date: _____