**WJEC PATHWAYS - ENTRY QUALIFICATIONS**

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| **Title** | **Using French to discuss where people live** |
| **Unit Ref. No.** | **D/503/4661****Y/503/4660** |
| **Entry Code** | **6291/E2****6291/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 where people live, including understanding and giving directions |

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

**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 they and other people live
* describe different homes and gardens
* know about daily routines in the home
* describe their home area / town and those of other people
* know the vocabulary for the buildings in a town and features of the countryside
* use resources to look up vocabulary about home and area

**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 to be taught to do the following:**

* talk or write about where they and other people live
* describe homes and gardens of themselves and other people
* outline the daily routines of themselves and others
* describe their home area / town and those of other people
* describe where people live in other French speaking countries

**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 and Entry 3.**

**Learners will need to be taught how to do the following:**

* understand and give directions to another person
* identify signs in a town
* ask if a tourist needs help in getting around a town
* understand details about where people live
* understand the daily routines of themselves and others
* understand people describing their homes and gardens
* understand people describing their home area/town

**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 Where People Live*** are:

* **Introducing Self, Family and Friends**
* **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 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 Where People Live***

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

 **LO1: Know vocabulary related to where people live**

 **At Entry 2 learners could:**

* Label the buildings on a plan of the learner’s own town

 **At Entry 3 learners could:**

* Design a poster promoting the home town of a famous person

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

 **At Entry 2 learners could:**

* Use words to describe the pictures of rooms in a house

 **At Entry 3 learners could:**

* Find out about one other country where French is spoken. Choose a town or region and use sentences to describe this to your teacher

**LO3: Be able to respond to information about where people live**

**At Entry 2 learners could:**

* Listen to the guide giving directions to the lost tourists. Circle the

 buildings as they are mentioned

 **At Entry 3 learners could**

* Look at the map and description of the town of Basse-Terre in

 Guadeloupe. What buildings are there in the town and how does

 Emile get from the supermarket to the tourist information office?

**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 Where People Live**

**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 where people live. |  |  |  |
| **AC1.2**Use resources to look up basic words in French about where people live. |  |  |  |
| **AC2.1**Use words in French to communicate information about where people live. |  |  |  |
| **AC2.2**Speak in French with some accurate pronunciation about where people live. |  |  |  |
| **AC3.1**Respond to a short spoken piece of French about where people live. |  |  |  |
| **AC3.2**Respond to a short extract written in French about where people live. |  |  |  |

General Comments

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

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

**Talking in French about Where People Live**

**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 where people live. |  |  |  |
| **AC1.2**Use resources to look up and identify words in French about where people live. |  |  |  |
| **AC2 .1** Use sentences in French to communicate information about where people live.  |  |  |  |
| **AC2.2**Speak in French with accurate pronunciation about where people live. |  |  |  |
| **AC3.1**Respond to a longer spoken piece of French about where people live. |  |  |  |
| **AC3.2**Respond to a longer extract written in French about where people live. |  |  |  |

General Comments

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

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