

International language* (written) – communicating personal information

Unit delivery and assessment pack

* This unit is available in French, German, Italian, Japanese, Mandarin and Spanish. The unit title awarded to the learner will indicate the language that has been achieved.



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Contents

This unit delivery and assessment pack provides teachers with the information they need to deliver this unit.

The pack is structured as follows:

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The UK Government has announced plans to restrict social media use by children under 16, which may impact some of our qualifications. We will keep our qualifications under review and make any necessary updates as further details become available

Unit overview

Title	International language * (written) - communicating personal information * This unit is available in French, German, Italian, Japanese, Mandarin and Spanish. The unit title awarded to the learner will indicate the language that has been achieved.
Suite	Skills for Life
Unit Codes	Please refer to the Skills for Life and Work qualifications specification.
GLH	10
Unit Aim	To develop learners' knowledge and understanding of vocabulary and structures in local, national and international contexts, and to provide opportunities to communicate personal information in writing in an international language.
Unit Summary	This unit supports learners in developing confident and purposeful written language skills. Learners will explore vocabulary and structures for communicating personal information, with complexity and independence increasing across the continuum. Entry Level learners can begin by recognising and using familiar words and short phrases to respond in writing about themselves, their likes and dislikes, school, and the workplace, supported by visual prompts and structured repetition. As learners progress to Levels 1 and 2, they may engage in more extended written activities that reflect real-life situations in local, national, and international contexts. These learners will give basic opinions, express gratitude and write about the family, their local area and future plans with growing fluency, accuracy, and confidence, laying the groundwork for future study, work, and global citizenship. The learning outcomes and assessment criteria in this unit have been developed with consideration given to the Common European Framework of Reference for Languages (CEFR). Further information on this is provided in the delivery guidance.
Curriculum for Wales	Areas of learning: This unit supports progress towards the Languages, Literacy and Communication statements of what matters: <i>Languages connect us; Understanding languages is key to understanding the world around us and expressing ourselves through language is key to communication</i>. When communicating personal information in an international language, learners will begin to understand the basic vocabulary needed to write about themselves. Integral and cross cutting skills: Learners will have opportunities to develop their literacy skills, with an emphasis on writing. At Entry Level, learners will use a range of topic-specific vocabulary to give

simple answers, progressing to the use of set sentences at Entry Level 3. At levels 1 and 2, learners will express their opinions and expand their use of tenses and sentence patterns. This unit will help to develop personal effectiveness skills, aiding learners in becoming confident and independent communicators in an international language.

Cross-cutting themes: This unit promotes local, national and international contexts by enabling learners to develop the essential written skills in their chosen international language, allowing them to communicate simply with others and connect them to the wider world. Careers and work-related experiences are promoted as learners begin to develop the essential written skills for the workplace in their chosen language. Learners are encouraged to explore Human Rights Education by engaging with their own and others' cultures and languages, having meaningful opportunities to explore diversity, cultural awareness and global perspectives. Diversity is promoted as learners develop an awareness and understanding, and reflect upon, their own experiences and the experiences of others.

Entry Level Learning Outcomes and Assessment Criteria

Learning Outcomes (the learner will)	Assessment Criteria (the learner can)		
	Entry 1	Entry 2	Entry 3
LO1 Understand material relating to communicating personal information	E1 1.1 Identify familiar words relating to personal information in basic written communication.	E2 1.1 Select short phrases to show understanding of simple sentences relating to personal information.	E3 1.1 Locate simple information from a short text relating to personal information.
LO2 Be able to write about personal information	E1 2.1 Respond in writing with individual words relating to personal information. E1 2.2 Respond with the correct spelling of some individual words relating to personal information.	E2 2.1 Respond in writing with short, written phrases relating to personal information. E2 2.2 Respond with the correct spelling of some words within the individual phrases relating to personal information.	E3 2.1 Respond in writing with basic set sentences relating to personal information. E3 2.2 Respond with the correct spelling for most words within the set sentences relating to personal information.

If not specified, then a plural reference within assessment criterion refers to a minimum of two.

Level 1 and Level 2 Learning Outcomes and Assessment Criteria

Learning Outcomes (the learner will)	Assessment Criteria (the learner can)	
	Level 1	Level 2
LO1 Understand by responding to key facts and information in texts relating to personal information	L1 1.1 Identify the key points and three details from simple texts relating to personal information.	L2 1.1 Extract specific details from texts relating to personal information.
LO2. Be able to produce texts about personal information	L1 2.1 Use and adapt set phrases to communicate written facts about personal information. L1 2.2 Give simple written opinions about personal information. L1 2.3 Use and adapt set phrases to respond in writing to predictable questions about personal information. L1 2.4 Use and adapt set phrases to make simple written requests for personal information.	L2 2.1 Use routine language to produce written material about personal information. L2 2.2 Express written opinions about personal information. L2 2.3 Use and adapt routine language to respond in writing to questions about personal information. L2 2.4 Use and adapt routine language to make written requests for personal information.

If not specified, then a plural reference within assessment criterion refers to a minimum of two.

Delivery guidance

Planning courses

Under the Curriculum for Wales, all primary schools introduce international languages from Year 5 onwards. This marks a significant shift in the approach to language education, aiming to foster multilingualism from an earlier age and build a strong foundation for lifelong language learning. Learners will continue their language learning in Key Stage 3; this may or may not be the same language they learnt during primary school.

The learning outcomes and assessment criteria in the WJEC international language units assume that learners have no previous experience of the language being learnt. Where a learner already has some language skills, teachers should carry out an initial assessment to establish the level of skill the learner has and which level unit would be most suitable for them.

Each unit in the Skills for Life and Work suite is awarded individually. When planning courses, teachers should consider the potential qualification outcomes for individual learners.

Including an international language unit can enhance learners' global awareness, communication skills, and employability, supporting the Curriculum for Wales' vision for ethical, informed citizens.

Multiple language units can be delivered within a Skills for Life and Work learning programme. WJEC international language units are also available in Communicating personal information (spoken), Social activities (written and spoken) and Education and employment (written and spoken). These units complement each other by developing learners' basic written and oral skills in their chosen international language, within the context of everyday situations such as work, education and hobbies. The inclusion of an international language unit within a Skills for Life and Work qualification also contributes to a broader curriculum and wider experiences for the learner.

International language units could also complement other WJEC qualifications, for example VCSE Travel and Tourism and GCSE Business. Learners already studying GCSE French, German or Spanish may not benefit from taking an international language unit in the same language but may be interested in exploring a new one.

For full details of the Skills for Life and Work units and qualifications please refer to the qualification specification.

Relationship to the Common European Framework of Reference for Languages (CEFR)

The Common European Framework of Reference for Languages (CEFR) is an internationally recognised system developed by the Council of Europe to describe and assess language proficiency across different languages. It provides a standardised scale that helps educators, learners, and institutions understand and compare language skills.

The CEFR is divided into seven levels, grouped into three broad categories:

Category	Level	Description
Basic User	Pre-A1	Can understand and use very basic words and phrases in familiar contexts.
	A1	Can understand and use familiar everyday expressions and very basic phrases.
	A2	Can communicate in simple and routine tasks requiring a direct exchange of information.
Independent User	B1	Can deal with most situations likely to arise while travelling or working.
	B2	Can interact with a degree of fluency and spontaneity with native speakers.
Proficient User	C1	Can express ideas fluently and spontaneously without much obvious searching for expressions.
	C2	Can understand virtually everything heard or read and summarise information coherently.

Within WJEC international language units, Entry Level learning outcomes and assessment criteria recognise achievement on a continuum reflecting pre-A1 to A1. Level 1 and 2 learning outcomes and assessment criteria recognise achievement on a continuum reflecting A2 to B1.

Amplification of Learning Outcomes

The amplification of the learning outcomes provided below should support teachers in developing content for delivery. Teachers can develop and tailor content as appropriate to their learners, whilst ensuring that learners are provided with knowledge, understanding and the opportunity to develop and apply the skills needed to meet the learning outcomes and assessment criteria. Content should be considered in the context of:

- the level the learner is working at
- providing opportunities for progression
- centre facilities and resources
- local, national and international contexts as appropriate.

Teachers may find it helpful to refer to the level descriptors within the qualification specification.

Learning outcome	Amplification
LO1 and LO2	All learners should know: • greetings used throughout the day • please/thank you • the time – 12-hour clock • numbers and dates • locations (prepositions including in, to, near, at, by, for, since) • expressing likes and dislikes • appropriate verbs in the present time frame (first- and third-person singular) • context specific vocabulary for:

- personal information – name, age, town / village, country
- school, college or workplace
- leisure Interests.

At Entry Level 1, responses focus on single words and single-word answers to questions. These could include, but are not limited to:

- *Hello / Goodbye*
- *Please / Thank you*
- *What is your name?* – name
- *How old are you?* – age
- *Where do you live / work / go to school?* – place
- *What would you like?* – item
- *Do you like...?* – Yes / no.

At Entry Level 2 and 3 learners should know:

- the time – use of o'clock (12-hour clock).

At Entry Level 2 and 3, one-word answers should be extended to short phrases. Examples of phrases needed at Entry Level 2 and 3 could include, but are not limited to:

- *How old are you?* – I am...
- *Where do you live?* – I live in...
- *Where do you go to school / work?* – In...(place)
- *What is your job title / what year are you in?* – I am... + job / I am in year...
- *What is the name of the company / employer / school?* – It is called...
- *What type of company / school is it?* – It is big / small / modern / shop / restaurant
- *Describe your company / school* – It is...big / small / modern / old / new / cold / warm
- *What would you like?* – I would like... / Do you have...?

Phrases could be further expanded at Entry Level 3 to include, but are not limited to:

- *Why do you like / not like your job / school?* – It is...+ adjective (such as it is interesting / it is boring).
- *What subjects do you study? / What do you do?* – I study... + subjects / I work in marketing
- *Where do you live?* – I live in... + place
- *Why do you like / not like your town / village?* – It is + adjective
- *Do you like...?* – Yes, I like... No, I don't like...
- *Why do you like / not like ...?* – It is...+ adjective, such as it is interesting / it is boring.

At Level 1 and 2 learners should know:

- greetings (formal and informal)
- numbers and dates
- the time (12- and 24-hour clock)
- days and dates
- basic opinions
- simple qualifiers, such as quite, very, really, sometimes, always

- expressing gratitude
- past, present and future time frames
- context specific vocabulary for:
 - family and friends
 - town and region
 - future plans
 - activities and hobbies.

At Levels 1 and 2, personal information can be explored through phrases to include, but not limited to, the following:

- *What is your name?* – My name is...
- *Where do you live?* – I live in...+ country
- *What is your e-mail / address / mobile phone number?* – It is...
- *What nationality are you?* – I am...+ nationality
- *What do you do?* – I am a...+ job description / I work for...+ type of workplace / I go to... school
- *What do you think of your job / studies? Why?* – I really like languages / travel. I don't like the work / people / noise because... I enjoy communicating / I don't like my colleagues / the pay / the hours
- *Who do you live with?* – I live with my...
- *Do you have any brothers or sisters?* – Yes, I have...
- *How do you travel to work / school?* – I go by car / I take the bus / I walk to school
- *What do you do in your free time?* – I play games / I like fishing / I go swimming
- *What is your favourite hobby?* – I like playing with my computer / I go hiking with my friends / I play football every day
- *What activity do you do after work / school?* – I chat with my friends / I like to go shopping / I often go to the gym

At Level 2, phrases could be expanded into:

- *Describing past social activities / celebrations or holidays / visits*
- *Describing future events*
- *Expressing thanks for an email*
- *Describe a past event, such as where you went, what you did and with whom*
- *Letter writing conventions*
- *Say how many people are in your group – There are ... people in my group.*
- *I went on holiday to...*
- *I went to / visited...*
- *I went with...*
- *I met...*
- *It was...*
- *Tomorrow / next weekend / month / year I will / I am going to...*

Suggested activities

This section gives some suggested activities to support teaching and learning in a vocational context consistent with the philosophy and intent of the unit and associated qualifications. Useful resources and possible contacts that could be made in the delivery of the learning are also signposted.

Starter Activities

Learners should be given the opportunity to recall what has been learnt in a prior lesson, for example, completing the vowels or missing letters in vocabulary/matching or labelling pictures or translating appropriate vocabulary to and from the assessed language. More able learners could be asked to spot the time frame used in a specific sentence and then adapt the sentence relating to themselves.

As learners enter the classroom, the teacher could ask for a vocabulary item in the assessed language, such as a hobby, a family member, something they like or dislike, or a number. Similarly, the teacher could ask for a topic-related word from a letter of the alphabet, for example A apple, B basketball, C computer and so on.

At all levels, learners could be asked to match likes and dislikes in the assessed language to their English equivalents. From Entry level 3, learners could choose an activity and give a short opinion using a simple sentence structure (for example, “I like this because...” / “...is interesting.”). Learners could also match the activity to the place, such as swimming – swimming pool, football - park, tennis – leisure centre. They could also match up the beginning and ending of sentences (such as I like to go out with my friends + and eat pizza).

Learners could also be asked to match items to associated hobbies (for example, a racket for tennis, a bag for shopping). Learners could also give their opinions and justifications to a list of hobbies or food, for example, swimming is difficult because I don't like the water; curry is tasty because it is spicy. At all levels, learners could be asked to match film titles in the assessed language to the English equivalents. Learners could then choose one of the films and give their opinion on the film.

Speaking and Listening

When focussing on speaking and listening, teachers could review and present the new vocabulary and sentence structures for the lesson. From Entry Level 2, learners can use adjectives to describe likes and dislikes (such as fun, difficult, interesting, boring). Phrases for giving opinions (such as I would like to..., This sport is..., I don't like eating...because..., My favourite sport / hobby is...because..., My best friend is...because...) could be introduced at Level 1.

Learners could be expected to repeat new words and simple phrases orally and then take part in speaking activities and games to allow them to practise the new words and sentence structures. Mini white boards could be used for sentence building, matching items, translating short phrases, or dictation involving single words or gapped sentences. Learners could write out phrases then full sentences. Online tools such as Blooket, Quizlet or Kahoot could also be used, where appropriate.

As a listening and reading comprehension activity in the assessed language, learners could listen to and/or read an interview containing personal information and then show their understanding by noting the key points and specific details in English/Cymraeg. They could also undertake a similar activity by filling in gaps in a mock CV. As an extension, learners could then work in pairs to interview each other in the assessed language using familiar questions. Learners could also ask the teacher questions, and they must guess which answers given are true or false.

Entry Level learners could use adjectives to describe themselves and further on, phrases to give opinions (for example, “My favourite film is...”, “I like...”). For more able learners, this could be developed into short conversations about themselves. One learner could ask, “What is your favourite film?”, the second learner could respond with an answer appropriate to their level (such as “My favourite film is... because it is...”), and the third learner could check or translate the answer into English/Cymraeg. Learners could take turns to play different roles and use a variety of sentence structures and vocabulary.

For a listening comprehension activity, learners could listen to individual sentences or short paragraphs or dialogues in the assessed language. Learners could note specific details, answer questions, fill in a gapped exercise or spot and correct the errors in written answers in English/Cymraeg.

Learners could be asked to prepare 3-4 sentences, for example about their hobbies, favourite food or programmes they like to watch. They would then take it in turn to read/say their sentences which the teacher translates into English/Cymraeg but missing out a fact or two or getting a fact or two wrong. The rest of the class must identify the error and correct it in English/Cymraeg and then in the target language, if possible. With more confident learners, they could act as the ‘teacher’.

Learners could participate in language games to guess the activity or hobby by asking questions. In certain languages, if the focus is the feminine / masculine / plural, the teacher could say an activity and learners must identify if it is masculine, feminine or neutral, or singular or plural. A similar activity could be undertaken for positive / negative verbs. For example, the teacher says, ‘swimming is fun’ and learners must say or write ‘swimming is not fun’ or vice versa. This could use different negatives (such as ‘never’), opposites or synonyms, for example the teacher says, ‘street dance is hard’, learner says ‘street dance is easy’, teacher says ‘boxing is sometimes fun’, learner says ‘boxing is always fun’.

Development Activities

Learners could be asked to categorise adjectives and opinion phrases in the assessed language using a Venn diagram. Categories could include “positive”, “negative”, or “both”. Learners could also add their own words using a hard copy or online dictionary to add their own words and extend their vocabulary.

To further extend language patterns, learners could be given a list of hobbies, and they could use the adjectives from the Venn diagram activity to express their opinions about a hobby. Partner A expresses an opinion and Partner B notes down the details in English/Cymraeg. Partner B then checks the details with Partner A.

At Level 1 and 2, learners could be given a tangled text in which English/Cymraeg is used for parts of the text. Learners could be asked to read the text and complete a multiple-choice vocabulary activity to choose the correct word / phrase to replace the English/Cymraeg. For example, the text could be on a film review (such as, my favourite film is...It takes place in... In my opinion it was...My favourite character was... because...). For Level 2 this could be extended to the use of future time frames (I would like to see...because it would be... / I am going to see... / I will go with...). Follow up activities could be questions and answers in English/Cymraeg to check understanding of key points and specific details. Learners could then adapt the text for their own film review. Learners could also convert the text into a different time frame, for example I will see a horror film tomorrow = I saw a horror film yesterday = I see horror films every day.

If partnered with another school, learners could research and present differences between pupils in their school and the other, focussing on key phrases studied. Learners could match questions and answers in the assessed language or read a variety of short texts in the assessed language and match student profiles. This could be shared with the class or with the partner school.

Learners could work individually or in pairs to complete a reading activity where they read various short paragraphs containing specific information, such as basic personal information in the assessed language. Learners compare the information given in the paragraphs and underline the differences, such as different names, ages or birthdays. More able learners could then categorise the information given in a table or complete a CV in English/Cymraeg.

Learners could complete short written activities in the assessed language to practise what has been learnt during the lesson. For Entry Level, this might be completing gaps in words or sentences. Moving on, learners could be given a model answer, such as a covering letter for a job or student profile in the assessed language and could be asked to identify specific details. For Level 1 and 2, details may include time markers or appropriate tenses. Learners at this level may also complete a very basic CV or write an email to a pupil or student in a partner school.

Learners at Level 2 may be given the task of matching up student profiles with host families for an exchange visit.

Recall Activities

Learners could play a language game in the assessed language, for example: "I went to the leisure centre, and I played..." in small groups or as a whole class. This could be used to practise vocabulary associated with likes and dislikes, or hobbies. Learners could then work in groups or as a whole class to write the sentences on a sheet of paper. Each learner adds one sentence, folds over what they have written, and passes it on to the next learner. This continues until all learners have contributed. The completed sheet is then unfolded and read aloud to the group.

Learners could also be asked to translate individual sentences taken from the lesson into the assessed language from memory or with the support of vocabulary list or sentence builder.

Sources of evidence

This unit is centre assessed and externally quality assured by WJEC. Assessment must be accessible, using clear language and reflecting the learner's level. Learners should demonstrate knowledge and skills through realistic activities such as role-play, case studies, or projects. While evidence may be verbal, written, practical, or visual, extended written work is not required unless appropriate. Each unit must be assessed independently, even if tasks cover multiple criteria. Assessor judgements should focus on meeting the standard, not spelling or presentation unless specifically assessed. Full assessment guidance is available in the qualification specification.

Possible sources of evidence may include:

- completed matching worksheet or card sort
- annotated photographic evidence of matching or sorting activity
- completed multiple-choice worksheet
- completed profile
- completed ID card
- CV
- letter or email
- photographic evidence/photocopy of mini whiteboard
- teacher observation notes.

Experiences

To provide a real-world context you could:

- create a link with a partner school to communicate via the internet. Pupils could be encouraged to email each other on a regular basis; this could be utilised for GCSE students and could also be extended to exchange visits if appropriate.
- ask native language speakers in the local community to come into school and be interviewed. Learners could prepare written questions beforehand.
- watch age and level-appropriate programmes in the chosen language and learners could write their own reviews.

Resources and organisations

Resources required for delivery

This unit has been designed to be delivered using standard classroom environments, supported by access to appropriate practical spaces when demonstrations are required and commonly available resources.

However, it would be beneficial to have access to computers, tablets, or mobile devices for digital activities and research. Printed online worksheets, mini whiteboards and access to a dictionary would be beneficial as required.

Due to the demands of vocabulary and language patterns, it is preferential that teachers have subject-specific expertise in language teaching.

Resources available to support delivery

Languages Online	An online platform with fun, interactive resources, created by UK teachers. It features a strong emphasis on grammatical accuracy and exercises are self-marking for immediate feedback. Most units are differentiated. To find out more, go to: languages online
Duolingo for Schools	A fun personalised online resource with free, bite-size lessons. Lessons focus on real-life scenarios and offer varied practice in reading, writing, listening and speaking at the pace of the learner. To find out more, go to: Duolingo for Schools
BBC Online Languages	Featuring videos, guides to languages of the UK and the world and links to other sites, such as BBC Bitesize and The Lingo Show. To find out more, go to: BBC Languages – Free online lessons to learn and study with
Blooket	An online, game-based learning platform with lots of quiz options. It can be used in class with groups or individuals as well as outside of the classroom. To find out more, go to: Blooket – Fun, Free, Educational Games for Everyone
Quizlet	An online platform which features interactive flashcards, practice tests and study activities. They can be created by teachers and learners, or pre-made versions can also be used. To find out more, go to: Digital Flashcards & Revision Cards for Students Quizlet
Kahoot	Learners answer questions in interactive, multiple-choice quizzes, where they can compete with others. To find out more, go to: Kahoot! Learning games Make learning awesome!
Times Educational Supplement – TES	Thousands of different types of resources available. Some are fee-paying, but there are also many free resources, in many languages, on all topics. To find out more, go to: Teaching resources – Tes

Linguascope	A subscription-based, online language learning platform that provides interactive resources and materials for students and teachers of various languages. To find out more, go to: Linguascope The World's Number 1 Interactive Language Learning Platform for Schools
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Resources required for assessment

Due to the demands of vocabulary and language patterns, assessors should have subject-specific expertise in language teaching and assessment.

References to third-party materials and links to external websites in this document are provided for convenience and informational purposes only.

We select and review these resources at the time of publication to support teaching and learning; however, their inclusion does not imply endorsement or guarantee of the organisations, content or opinions expressed.

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