

International language *

(written) - education and employment

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) – education and employment * 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 Work
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 from a local, national and international context, and provide opportunities to communicate information in writing on education and employment in an international language.
Unit Summary	This unit supports learners in developing confident and purposeful written language skills. Learners will explore vocabulary and structures relating to education and employment, 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 school or college, and the workplace, supported by visual prompts and structured repetition. At Entry Levels 2 and 3 they will also write about likes and dislikes relating to the topic. 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 preferences and write their daily routine, 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 (CEFR) for Languages. 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 exploring education and employment in an international language, learners will begin to understand the basic vocabulary needed to write about school, college and the workplace. 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 information relating to education and employment	E1 1.1 Identify familiar words relating to education and employment in basic written communication.	E2 1.1 Select short phrases relating to education and employment to show understanding of simple sentences.	E3 1.1 Locate simple information relating to education and employment from a short text.
LO2 Be able to write about education and employment	E1 2.1 Respond in writing with individual words relating to education and employment. E1 2.2 Respond with the correct spelling of some individual words relating to education and employment.	E2 2.1 Respond in writing with short, written phrases relating to education and employment. E2 2.2 Respond with the correct spelling of some words within individual phrases relating to education and employment.	E3 2.1 Respond in writing with basic set sentences relating to education and employment. E3 2.2 Respond with the correct spelling for most words within set sentences relating to education and employment.

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 key facts and information in texts relating to education and employment	L1 1.1 Identify the key points and three details from simple texts relating to education and employment.	L2 1.1 Extract specific details from texts relating to education and employment.
LO2 Be able to produce texts about education and employment	L1 2.1 Use and adapt set phrases to communicate written facts and information about education and employment. L1 2.2 Give simple written opinions about education and employment. L1 2.3 Use and adapt set phrases to respond in writing to predictable questions about education and employment. L1 2.4 Use and adapt set phrases to make simple written requests for key information about education and employment.	L2 2.1 Use routine language to produce written information about education and employment. L2 2.2 Express written opinions about education and employment. L2 2.3 Use and adapt routine language to respond in writing to questions about education and employment. L2 2.4 Use and adapt routine language to make written requests about education and employment.

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 Education and employment (spoken), Social activities (written and spoken), and Communicating personal information (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	At all levels, learners should know: • greetings used throughout the day • numbers up to 12 • the time – 12-hour clock • locations (prepositions including in, to, near, at, by, for, since) • expressing likes and dislikes • adjectives to express size and opinions,

- simple qualifiers, such as quite, very, really, sometimes, always
- context specific vocabulary for:
 - school or college
 - the workplace.

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

- *Do you like...?* – Yes / no
- *How long are your lessons / meeting?* - Number
- *What Year are you in?* – Number
- *Where do you work / go to school?* – Place
- *What is the name of the company / employer / school?* – Name only
- *What type of company / school is it?* – Big / small / modern / shop / restaurant / sport
- *Describe your company / school* – Big / small / modern / old / new / cold / warm.

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:

- *Where do you work / go to school?* – in... + place
- *What is the name of the company / employer / school?* – It is called... / The company is called...
- *What type of company / school is it?* – A big restaurant / a small store / a sports centre / a modern hairdresser / a tall building / a big company / a secondary school
- *What is your job title / what year are you in?* –teacher / shopkeeper / secretary / engineer / In Year...
- *How big is your workplace / school?* – It is + very big / big / quite small / small.

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

- *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
- personal details
- numbers
- the time (use of o'clock, 12 and 24-hour clock)
- daily routine
- basic opinions
- past, present and future time frames
- context specific vocabulary for:

- town / region
- school / college
- the workplace (as appropriate).

At Level 1, phrases could be expanded to include, but are not limited to:

- *What do you do?* – I am a... + job description / I work for... + type of workplace / I go to...school.
- *Where is your job / school located / situated?* – It is in a big town / It is near the sea.
- *What do you do in a typical day?* – I have 5 lessons a day and I play football / I answer the phone and help clients.
- *How long have you been there / worked there?* – For 6 years / 2 weeks
- *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 the pay / hours / my colleagues.
- *How do you get to work / school?* – I go / I travel by bus / train / car / I walk.
- *How many days / weeks do you have for your holidays?* – I have 6 weeks holiday in the summer / I only have 28 days off a year.
- *What days do you work?* – I work Monday – Friday / I work part-time, Tuesday and Wednesday.
- *How many people work / study there?*

Topics could include but are not limited to looking for an email exchange partner or attending an international student conference. Vocabulary could include, but is not limited to:

studies:

- *subjects / options chosen*
- *languages spoken*
- *school years - (cultural differences: equivalence).*
- *I have been studying...*
- *I am interested in...*
- *I enjoy...*

intentions / future plans:

- *future time frames (near future / simple future / conditional).*
- *I intend to...*
- *I would like to...*
- *I hope to... for example, carry on with my studies / go to college / university*

school / work routine:

- *which days?*
- *hours?*
- *number of lessons / meetings per day*
- *length of lessons / meetings.*

school:

- *opinions*
- *I think that...*
- *It is too... There are not enough...+ adjective*
- *We can / cannot... + verb*
- *We have / don't have the opportunity to...*
- *It is / not possible to do... + activities / to study... + subjects.*

At Level 2, phrases could be expanded, but are not limited to:
interests / qualities:

- *use of adjectives*
- *My interests / qualities are... trustworthy, reliable, punctual, hardworking*
- *I am / I consider that / I look forward to / I believe that...*
- *I can...*

qualifications / experience:

- *past time frames*
- *roles and responsibilities in a workplace*
- *mention of part time / weekend / holiday jobs / work experience.*

writing a formal letter or email:

- *formal letter / email beginning / ending*
- *letter / email layout*
- *polite set conventions*
- *introducing yourself*
- *useful phrases to apply for a job.*

what you have enjoyed in a previous work placement / job:

- *I have enjoyed...*
- *I learnt to...*
- *I had the opportunity to...*
- *I have developed... skills*
- *higher frequency words such as, mainly, also, above all.*

expression of opinions:

- *for example, it was useful, interesting... / It will be...+ adjective*
- *justification: because...*

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

At all levels, learners could be asked to match job titles in the assessed language to their English equivalents. From Entry level 3, learners could choose one of the jobs and give a short opinion using a simple sentence structure (for example, “I like this job because...” / “This job is interesting.”). Learners could also match the job to the workplace, for example teacher - school, doctor - hospital, waiter - restaurant. Similarly, they could match the job to the skills required such as salesperson - friendly, accountant - reliable, telesales - talkative.

Learners could be given the opportunity to recall what has been learnt in a prior lesson, for example, completing the vowels or missing letters in school subject vocabulary / matching or labelling pictures of common school subjects / translating school subjects (such as Maths, History, Art, Science) to and from the assessed language. Learners could also be asked to match subject names to associated classroom items (for example, a calculator for Maths, a paintbrush for Art). Learners could also give their opinions and justifications to a list of subjects or jobs, for example English is difficult because I don't like reading; an accountant is boring because I don't like Maths.

Learners could complete five questions of varying difficulty, plus a challenge question if appropriate, to recall what has been covered in prior lessons. These questions could focus on job-related vocabulary, basic sentence structure (such as “I work in a hospital”), or simple translations from the assessed language. Activities could include matching jobs to workplace locations, filling in missing letters in job titles, or translating short work-related phrases.

Learners could also match job titles and descriptions for example, Nurse - works in a hospital and looks after patients. They could also match up the beginning and ending of sentences (such as, I would like to be a teacher + because I want to work with children), as well as true/false statement for example, a teacher - works in a shop, a salesperson - works in a library, an IT consultant - works with sick people. Similarly, multiple choice exercises could be used, such as a lawyer must be good at maths / must be honest / works on a building site.

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 jobs (such as easy, difficult, interesting, boring, busy). Phrases for giving opinions (such as “I would like to work as...”, “This job is...”, “I don't like office work”) could be introduced at Level 1. Learners could be expected to repeat new words and simple phrases orally and then participate 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 and writing, such as matching jobs to adjectives or opinions to subjects, or translating short phrases. Online tools such as Blooket, Quizlet or Kahoot could also be used, where appropriate. For a listening comprehension activity, the teacher could read aloud or play a short recording giving information about different associated topics. Learners could listen and note down the key points or specific details in English/Cymraeg. At Entry levels, learners could be supported with a multiple-choice activity or a matching task. More able learners could be asked to identify both the subject and the reason or summarise a short conversation.

To practise numbers, learners could be given hours per week and salaries for jobs, which learners then must identify, for example a (waiter) works long hours, five or six days a week from 11 am to 10 pm. You get paid 15 Euro per hour. You get 6 weeks holiday per year. What job do I do?

The teacher could also read out a job description, and learners must work out the job, for example, you must be accurate and good with numbers (accountant). You must be strong and lift heavy objects, and you often work outdoors (builder).

Learners could also 'spot the error'. The teacher describes a job or subject, but it contains an error that learners must identify, such as a programmer must be good at IT, like computers, work in an office and like helping customers. A professional footballer must be fit, train regularly, speak languages and be good at maths.

Learners could be asked to prepare 3-4 sentences about a job/subject. 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'.

Teachers could also build vocabulary by playing 'word association' games. The teacher could say a word and learners have to say something associated with that word, for example, Teacher: accountant, Learner 1: be good at maths, Learner 2: it is boring, Learner 3: you must be honest, Learner 4: works in an office, Learner 5: you must be accurate. This could also be played as a memory game, such as 'Simon Says'. The teacher says something about a job/subject, Learner 1 repeats and adds something, Learner 2 repeats and add something, Learner 3 repeats and adds something, for example, Teacher: it is difficult, the hours are long, holidays are good, learners are annoying, lessons are fun, it is well-paid.

To enhance speaking and listening, learners could work in groups of three to practise short conversations about school subjects. One learner could ask, "What is your favourite subject?", the second learner could respond with an answer appropriate to their level (such as, "My favourite subject is Science because it is fun"), 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 Level 2 learners, mock interviews could be staged in the target language. Learners would first research a particular job and either the teacher or another learner (if working as a pair) ask both general questions, and questions specific to the role.

Learners could participate in language games or role-play activities to practise using the vocabulary in realistic workplace contexts. For example, learners could take part in short dialogues where they ask about someone's job or workplace (for example, "Where do you work?" / "I work in a school."). This could also be used as a game where learners must guess the job / subject by asking questions. In certain languages, if the focus is the feminine / masculine / plural, the teacher could say a job 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, 'Maths is fun' and learners must say/write 'Maths is not fun' or vice versa. This could use different negatives (such as 'never'), opposites or synonyms, for example the teacher says, 'Geography is hard', learner says 'Geography is easy', teacher says 'Geography is sometimes fun', learner says 'Geography 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 use 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 job titles or workplaces and could use adjectives from the Venn diagram activity to express their opinions about different jobs. Partner A could give an opinion (such as "I think working in a school is fun"), and Partner B could note the opinion down in English/Cymraeg and then check the details with Partner A. Learners could then switch roles and continue the activity with new jobs.

Learners could complete online research to find a school timetable or subject list in the assessed language. This could then be used for pair or group speaking and listening activities. Learners could also use digital tools such as Canva to create a visual timetable or poster in the assessed language showing their weekly subjects and favourite lesson, including a short opinion sentence.

If partnered with another school, learners could research and present differences between their school and the other, focussing on specific topics and key phrases studied. This could be shared with the class or with the partner school.

Learners could be given individual sentences or questions in the assessed language related to the workplace (such as asking about someone's job, giving workplace details, or confirming a work schedule). They could then be asked to rearrange the sentences into the correct order and translate them into English/Cymraeg. Examples could include: "Do you work in an office?", "I am a cleaner", or "She works in a supermarket."

Learners could complete a gap-fill email based on confirming work details, such as starting times, job role, or location. A table of suitable words and phrases in the assessed language would support the task. Once completed, learners could note the main points of the email in English/Cymraeg. Learners could then adapt the content to write their own short workplace-related email, for example: introducing their job role, confirming a work shift, or giving details about their workplace.

Recall Activities

For LO1, learners could work in groups or as a whole class to create a collaborative workplace profile. Each learner could add one word or sentence to describe a job, its location, working hours or opinion (for example “A nurse works in a hospital.” / “This job is difficult but important.”), depending on the level. After writing their sentence, learners could fold over the paper and pass it on to the next person. The completed profiles could then be unfolded and read aloud to the group to review content, vocabulary and sentence structure.

For LO2, learners could use mini white boards to practise writing words or short opinion sentences in the assessed language, using the correct structure and vocabulary. Learners could also be asked to write subject names or translate short phrases between English / Cymraeg and the assessed language. Quick-fire games could include: “Write your favourite subject” / “Translate: I don’t like PE” / “Match the opinion ‘It is boring’ to the correct subject.”

Learners could play a language game in the assessed language, for example: “I work in a...” or “My job is...” in small groups or as a whole class. This could be used to practise workplace vocabulary, reinforce job titles and locations, and encourage speaking in full sentences. The activity could be simplified to focus on naming jobs or matching them to workplaces, depending on learner level.

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
- photographic evidence / photocopies of mini whiteboards
- completed multiple-choice worksheet
- teacher observation notes
- gap-fill exercise.

Experiences

To provide a real-world context you could:

- create a link with a partner school to communicate via the internet about school and work. Pupils could use their previous research as a basis for questions. This could be used 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 in on the topics of education or work. Learners could prepare written questions beforehand.
- watch age and level-appropriate programmes in the chosen language. Learners could discuss then 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

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.

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