

International language* (spoken) – 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.



Made for Wales.
Ready for the world.

Contents

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

The pack is structured as follows:

Unit overview	3
Entry Level Learning Outcomes and Assessment Criteria	5
Level 1 and Level 2 Learning Outcomes and Assessment Criteria	6
Delivery guidance	7
Planning courses	7
Relationship to the Common European Framework of Reference for Languages (CEFR) ..	7
Amplification of Learning Outcomes	8
Sources of evidence	14
Experiences	14
Resources and organisations	14
Resources required for delivery	14
Resources available to support delivery	15
Resources required for assessment	16

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 * (spoken) - 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 basic vocabulary and set phrases from a local, national and international context, and providing opportunities to communicate personal information orally in an international language.
Unit Summary	This unit supports learners in developing confident and purposeful spoken language skills. Learners will explore vocabulary and structures related to 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 give their name, age and talk about where they live, go to school, college or work, supported by visual prompts and structured repetition. They will also discuss simple interests and likes and dislikes. As learners progress to Levels 1 and 2, they may engage in more extended role-play, interviews, and scenario-based activities that reflect real-life situations in local, national and international contexts. These learners will discuss their family, their town and region and use the past, present and future time frames, interacting 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 discuss details about themselves, where they live and go to school or work, their opinions and future plans, where appropriate.

Integral and cross cutting skills: Learners will have opportunities to develop their literacy skills, with an emphasis on speaking and listening. At Entry Level, learners will begin to use a range of topic-specific vocabulary to give simple answers orally. At Levels 1 and 2, learners will begin to explain and give reasons for their answers. They will begin to expand their use of tenses and extend their sentence patterns into conversations. 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 spoken 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 spoken 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 basic spoken personal information	E1 1.1 Identify familiar words relating to personal information in basic spoken communication.	E2 1.1 Recognise short phrases relating to personal information in basic spoken communication.	E3 1.1 Extract basic information relating to personal information in basic spoken communication.
LO2 Be able to give basic personal information orally	E1 2.1 Use familiar words to express simple needs or wishes relating to personal information. E1 2.2 Pronounce familiar words clearly enough to be understood in a familiar context.	E2 2.1 Use short phrases to express needs, wishes or basic information relating to personal information. E2 2.2 Pronounce some words within the phrases clearly and accurately.	E3 2.1 Use simple sentences to respond orally. E3 2.2 Pronounce most words within the sentences clearly and accurately.

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 spoken personal information	L1 1.1 Identify key points and three details from predictable spoken language relating to personal information.	L2 1.1 Extract specific details from routine spoken language relating to personal information.
LO2 Be able to engage in a conversation relating to personal information	L1 2.1 Make simple spoken requests to express needs or wishes relating to personal information. L1 2.2 Use predictable questions to clarify basic personal information.	L2 2.1 Participate in a short conversation relating personal information, including additional relevant details and appropriate responses. L2 2.2 Use open questions to find out specific 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 (written), Education and employment (spoken and written), and Social activities (spoken and written). 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 the learners are providing 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	Learners at all levels should know: • how to express likes and dislikes • adjectives to express size and opinions • simple qualifiers, such as quite, very, really, sometimes, always • greetings used throughout the day • basic yes / no answers • numbers – at least to 16

- context specific vocabulary for:
 - personal information – name, age, town/village, country
 - school or college
 - the workplace
 - leisure activities and hobbies
 - places.

At Entry Level 1, responses should focus on single word answers to questions. Examples of words to respond at Entry Level 1 include, but are not limited to:

- *What is your name?* – Name only
- *How old are you?* – Number only
- *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
- *Where do you live?* – Name of town / village only
- *Describe your town / village* – Big / small / boring / busy / quiet.

Entry Level 2 and 3 should know:

- numbers over 16
- simple interests (such as football, TV, computer games)
- appropriate verbs in the present tense (first-and third-person singular).

At Entry Level 2 and 3, one-word answers should be extended to short phrases. Examples of phrases at Entry Level 2 and 3 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
- *Do you like your job / school?* – Yes, I like... / No, I don't like...
- *What is your job title / what year are you in?* – teacher / shopkeeper / secretary / engineer / In Year...
- *What subjects do you study? / What do you do?* – subjects / I work in... / I work for...
- *Where do you live?* – I live in...
- *Is it a big town / village?* – Yes, it is big / No, it is small
- *Do you like your town / village?* – Yes, I like... / No, I don't like...
- *What is your email address?* – Email address only.

At Entry level 3 should know:

- mobile number in single digits.

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

- *Where do you work / go to school?* – I go to... / I work in... + place
- *What is your job title / what year are you in?* – I am + job / I am in Year...
- *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.

At Level 1 and 2 learners should know:

- the alphabet
- the time – 12 and 24-hour clock
- months and days of the week
- expressing opinions
- locations (prepositions – in, to, near, at, by, for, since)
- context specific vocabulary for:
 - personal information
 - family and friends
 - town and region
 - leisure activities and hobbies.

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

- *What is your name?* – My name is...
- *Where do you live?* – I live in... + country
- *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
- *What days do you work?* – I work Monday to Friday / I work part-time, Tuesday and Wednesday
- *What is your e-mail / address / mobile phone number?* – It is...
- *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.

	• <i>What activity do you do after work / school?</i> – I chat with my friends / I like to go shopping / I often go to the gym. • <i>Please repeat that.</i> Level 2 learners should know: • appropriate verbs relating to work / school / college in the present, past and future time frames • frequency, such as often, already, last year, for two years, six hours, all day, every day • future plans • past activities. At Level 2, phrases could be expanded, but are not limited to: • <i>Please say that again</i> • <i>Sorry I don't understand</i> • <i>Please speak more slowly</i> • <i>What do you do in your current job / in school?</i> – I...+ verbs describing various tasks / skills • <i>How long have you worked for this company / been in school?</i> – I have worked in ... / studied in for 7 years • <i>What qualities / skills do you have for this job?</i> – I am... + adjective / I can communicate very well • <i>What job / career would you like to do in the future?</i> – I would like to be an engineer in France / a sales rep in Germany <i>Where would you like to live in the future?</i> – I would like to live in a large town / a big house / France.
--	--

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 greetings or answers to questions in the assessed language to their English equivalents. From Entry Level 3, learners could choose one of their interests and give a short opinion using a simple sentence structure (for example, "I like football because..." / "Football is interesting."). Learners could also match images with a taught language word. The teacher could also play a game of opposites, for example the teacher says *interesting*, the learner answers *boring*, teacher says *I like*, learners say *I hate*, and so on.

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 basic greetings or vocabulary to and from the assessed language. When learning the alphabet, learners could engage in a spelling or alphabet bee where they in turn say a letter of the alphabet around the class. The teacher could also write list of words on the board on a given topic but there are, for example, five incorrect answers and learners have to come to the board and erase an incorrect word each time. This could also be done on whiteboards and learners write down the five errors

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 vocabulary related to personal information, basic sentence structure (such as, “I live in...”), or simple translations from the assessed language. Activities could include matching words and pictures, filling in missing letters in vocabulary, or translating short phrases. At Levels 1 and 2, this could be extended to dictation or gap-fill exercises of individual words, short phrases or sentences.

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 phrases to express likes and dislikes. Phrases for discussing family members 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 or translating short phrases. Online tools such as Blooket, Quizlet or Kahoot could also be used, where appropriate.

Teachers could also play ‘spot the error’ games. For example, they could spell a word but make a deliberate mistake, so learners must spot the error and correct it, such as apple = A P L L E. This could be extended to short sentences, such as I watch (listen to) music at home, we eat (go) shopping with my mum.

As 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 Level 1 and 2, 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 enhance speaking and listening, learners could work in groups of three to practise short conversations about personal information. One learner could ask, “What is your name?”, the second learner could respond with an answer appropriate to their level (for example, “My name 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.

Learners could participate in language games or role-play activities to practise using the vocabulary in realistic contexts. For example, learners could take part in short dialogues where they ask about someone’s likes or dislikes, or hobbies. 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 activities and could use adjectives from the Venn diagram activity to express their opinions them. Partner A could give an opinion 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 activities within 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 personal profile in the assessed language, including a short opinion sentence.

Learners could be given individual sentences or questions in the assessed language related to the personal information. They could then be asked to rearrange the sentences into the correct order and translate them into English/Cymraeg. Examples could include: "What is your name?", "Where do you go to school?", "What is your email address?". If partnered with another school, learners could contact other learners, focussing on specific topics and key phrases studied. This could be shared with the class or with the partner school.

Learners could complete a gap-fill email based on confirming personal details, such as name, address and nationality. 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 email relating to personal information.

Recall Activities

For LO1, learners could work in groups or as a whole class to create a collaborative personal profile. Each learner could add one word or sentence to describe themselves, where they live or where they work (such as, "My name is...." / "I live in..." / "I work in a...."), 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 single-word vocabulary or translate short phrases between English/Cymraeg and the assessed language. Quick-fire games could include: "Write your nationality" / "Translate: Speak slower please".

Learners could play a language game in the assessed language, for example: "I work in a..." or "I have two..." in small groups or as a whole class. This could be used to practise vocabulary relating to personal information, reinforce numbers and time, and encourage speaking in full sentences. The activity could be simplified depending on learner level.

Learners could also give a word, based on a category chosen by the teacher, as they leave or enter the classroom. For example, if the teacher says, *sport*, learners must give a sport in the taught language as they leave, *hobby* and they must give a hobby, *present tense verb using I* (I eat..., I play..., I download...). This could also be repeated using words or phrases learnt in the lesson.

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
- audio recording of candidate
- annotated photographic evidence of matching or sorting activity
- recording of practical demonstrations of evidence, such as dialogues
- completed multiple-choice worksheet
- teacher observation notes
- video recording of role-play
- video recording of a personal presentation.

Experiences

To provide a real-world context you could:

- create a link with a partner centre to communicate via the internet. Learners could use their previous research as a basis for questions. 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 the centre and be interviewed on a variety of appropriate topics.
- watch age and level-appropriate programmes in the chosen language and the topics discussed, reviewed and opinions given.

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

Linguscope	A subscription-based, online language learning platform that provides interactive resources and materials for learners and teachers of various languages. To find out more, go to: Linguscope 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.

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.

We do not produce, maintain or control the external materials, and therefore cannot ensure their ongoing accuracy, availability or suitability, as content may change without notice.

Any questions or concerns about external content should be directed to the original providers. If you identify any links that are no longer working or are inappropriate, you are encouraged to inform the subject team so they can be reviewed. All information in this publication is accurate at the time of publication.

© WJEC CBAC Limited 2026.