

WJEC Language Pathways Qualifications

REGULATED BY OFQUAL
DESIGNATED BY QUALIFICATIONS WALES

SPECIFICATION

Teaching from 2012

Version 2 September 2018





WJEC LANGUAGE PATHWAYS QUALIFICATIONS

SPECIFICATION

Version 2 September 2018

SUMMARY OF AMENDMENTS

Version	Description
2	The following units have been removed from the specification at all levels: <ul style="list-style-type: none">• Giving and Receiving Information• Organising and Planning
	Russian has been removed as a language option.

WJEC Pathway Qualifications

Our Pathway qualifications are unitised, credit-based qualifications which enable centres to develop flexible programmes of learning customised to an individual or group of learners' needs.

They are assessed through a portfolio of evidence which is internally assessed by the centre and externally verified by WJEC.

Pathway qualifications are designed for a wide range of learners in different settings including:

- learners in further education
- adult returners
- work-based learners
- community education and local volunteers
- teaching staff
- learners in alternative education
- key stage 3 and pre-16 learners in schools

Pathway qualifications are available in the following subjects:

- Additional English
- Creative, Media and Performing Arts
- Essential Skills for Work and Life
- Healthy Living and Fitness
- Humanities
- Independent Living
- ICT
- Language at Work
- Languages
- Maths
- Personal and Social Development
- Personal Progress
- Preparation for Work
- Welsh First Language
- Welsh Second Language

More information on our qualifications can be found on the WJEC and Eduqas websites.

Contents

	Page
1. Introduction	5
1.1 Qualification Titles and Codes	5
1.2 About WJEC Language Pathway Qualifications	10
1.3 Guided learning hours (GLH) and total qualification time (TQT)	10
2. Rules of Combination	12
3. Unit Structure	13
3.1 Units - Learning outcomes assessment criteria	15
3.2 Resources	31
4. Assessment	32
4.1 Principles of Assessment	32
4.2 Assessment Controls	33
4.3 Standardisation	37
4.4 Training Lead Assessors	37
5. Entry Procedures	38
6. External Moderation	39
7. Awarding and Reporting	41
8. Access Arrangements	42
9. Post-Results Services	43
 Appendix	
Glossary	44

1 INTRODUCTION

1.1 Qualification Titles and Codes

This specification covers the following qualifications:

Entry 3

600/5282/X	WJEC Award in Spoken French: Communicating Personal Information (Entry 3)
600/5288/0	WJEC Award in Spoken French: Education and Employment (Entry 3)
600/5323/9	WJEC Award in Spoken French: Social Activities (Entry 3)
600/5324/0	WJEC Award in Spoken German: Communicating Personal Information (Entry 3)
600/5325/2	WJEC Award in Spoken German: Education and Employment (Entry 3)
600/5328/8	WJEC Award in Spoken German: Social Activities (Entry 3)
600/5329/X	WJEC Award in Spoken Italian: Communicating Personal Information (Entry 3)
600/5331/8	WJEC Award in Spoken Italian: Education and Employment (Entry 3)
600/5333/1	WJEC Award in Spoken Italian: Social Activities (Entry 3)
600/5334/3	WJEC Award in Spoken Japanese: Communicating Personal Information (Entry 3)
600/5336/7	WJEC Award in Spoken Japanese: Education and Employment (Entry 3)
600/5343/4	WJEC Award in Spoken Japanese: Social Activities (Entry 3)
600/5347/1	WJEC Award in Spoken Mandarin: Communicating Personal Information (Entry 3)
600/5352/5	WJEC Award in Spoken Mandarin: Education and Employment (Entry 3)
600/5364/1	WJEC Award in Spoken Mandarin: Social Activities (Entry 3)
600/5367/7	WJEC Award in Spoken Spanish: Communicating Personal Information (Entry 3)
600/5371/9	WJEC Award in Spoken Spanish: Education and Employment (Entry 3)
600/5382/3	WJEC Award in Spoken Spanish: Social Activities (Entry 3)

Level 1

600/5320/3	WJEC Level 1 Award in Spoken French: Communicating Personal Information
600/5318/5	WJEC Level 1 Award in Spoken French: Education and Employment
600/5315/X	WJEC Level 1 Award in Spoken French: Social Activities
600/5308/2	WJEC Level 1 Award in Written French: Communicating Personal Information
600/5304/5	WJEC Level 1 Award in Written French: Education and Employment
600/5307/0	WJEC Level 1 Award in Written French: Social Activities
600/5314/8	WJEC Level 1 Award in Spoken German: Communicating Personal Information
600/5313/6	WJEC Level 1 Award in Spoken German: Education and Employment
600/5310/0	WJEC Level 1 Award in Spoken German: Social Activities
600/5319/7	WJEC Level 1 Award in Written German: Communicating Personal Information
600/5321/5	WJEC Level 1 Award in Written German: Education and Employment
600/5392/6	WJEC Level 1 Award in Written German: Social Activities
600/5309/4	WJEC Level 1 Award in Spoken Italian: Communicating Personal Information
600/5300/8	WJEC Level 1 Award in Spoken Italian: Education and Employment
600/5296/X	WJEC Level 1 Award in Spoken Italian: Social Activities
600/5384/7	WJEC Level 1 Award in Written Italian: Communicating Personal Information
600/5429/3	WJEC Level 1 Award in Written Italian: Education and Employment
600/5425/6	WJEC Level 1 Award in Written Italian: Social Activities
600/5290/9	WJEC Level 1 Award in Spoken Japanese: Communicating Personal Information
600/5238/1	WJEC Level 1 Award in Spoken Japanese: Education and Employment
600/5289/2	WJEC Level 1 Award in Spoken Japanese: Social Activities
600/5424/4	WJEC Level 1 Award in Written Japanese: Communicating Personal Information
600/5423/2	WJEC Level 1 Award in Written Japanese: Education and Employment
600/5420/7	WJEC Level 1 Award in Written Japanese: Social Activities
600/5295/8	WJEC Level 1 Award in Spoken Mandarin: Communicating Personal Information
600/5291/0	WJEC Level 1 Award in Spoken Mandarin: Education and Employment
600/5294/6	WJEC Level 1 Award in Spoken Mandarin: Social Activities
600/5419/0	WJEC Level 1 Award in Written Mandarin: Communicating Personal Information
600/5418/9	WJEC Level 1 Award in Written Mandarin: Education and Employment
600/5415/3	WJEC Level 1 Award in Written Mandarin: Social Activities

600/5297/1	WJEC Level 1 Award in Spoken Spanish: Communicating Personal Information
600/5298/3	WJEC Level 1 Award in Spoken Spanish: Education and Employment
600/5301/X	WJEC Level 1 Award in Spoken Spanish: Social Activities
600/5414/1	WJEC Level 1 Award in Written Spanish: Communicating Personal Information
600/5413/X	WJEC Level 1 Award in Written Spanish: Education and Employment
600/5410/4	WJEC Level 1 Award in Written Spanish: Social Activities

Level 2

600/5409/8	WJEC Level 2 Award in Spoken French: Communicating Personal Information
600/5408/6	WJEC Level 2 Award in Spoken French: Education and Employment
600/5404/9	WJEC Level 2 Award in Spoken French: Social Activities
600/5377/X	WJEC Level 2 Award in Written French: Communicating Personal Information
600/5376/8	WJEC Level 2 Award in Written French: Education and Employment
600/5372/0	WJEC Level 2 Award in Written French: Social Activities
600/5403/7	WJEC Level 2 Award in Spoken German: Communicating Personal Information
600/5401/3	WJEC Level 2 Award in Spoken German: Education and Employment
600/5400/1	WJEC Level 2 Award in Spoken German: Social Activities
600/5370/7	WJEC Level 2 Award in Written German: Communicating Personal Information
600/5369/0	WJEC Level 2 Award in Written German: Education and Employment
600/5365/3	WJEC Level 2 Award in Written German: Social Activities
600/5398/7	WJEC Level 2 Award in Spoken Italian: Communicating Personal Information
600/5396/3	WJEC Level 2 Award in Spoken Italian: Education and Employment
600/5394/X	WJEC Level 2 Award in Spoken Italian: Social Activities
600/5363/X	WJEC Level 2 Award in Written Italian: Communicating Personal Information
600/5362/8	WJEC Level 2 Award in Written Italian: Education and Employment
600/5358/6	WJEC Level 2 Award in Written Italian: Social Activities
600/5405/0	WJEC Level 2 Award in Spoken Japanese: Communicating Personal Information
600/5433/5	WJEC Level 2 Award in Spoken Japanese: Education and Employment
600/5389/6	WJEC Level 2 Award in Spoken Japanese: Social Activities
600/5357/4	WJEC Level 2 Award in Written Japanese: Communicating Personal Information
600/5355/0	WJEC Level 2 Award in Written Japanese: Education and Employment
600/5350/1	WJEC Level 2 Award in Written Japanese: Social Activities

600/5388/4	WJEC Level 2 Award in Spoken Mandarin: Communicating Personal Information
600/5387/2	WJEC Level 2 Award in Spoken Mandarin: Education and Employment
600/5385/9	WJEC Level 2 Award in Spoken Mandarin: Social Activities
600/5349/5	WJEC Level 2 Award in Written Mandarin: Communicating Personal Information
600/5348/3	WJEC Level 2 Award in Written Mandarin: Education and Employment
600/5345/8	WJEC Level 2 Award in Written Mandarin: Social Activities
600/5383/5	WJEC Level 2 Award in Spoken Spanish: Communicating Personal Information
600/5381/1	WJEC Level 2 Award in Spoken Spanish: Education and Employment
600/5435/9	WJEC Level 2 Award in Spoken Spanish: Social Activities
600/5344/6	WJEC Level 2 Award in Written Spanish: Communicating Personal Information
600/5342/2	WJEC Level 2 Award in Written Spanish: Education and Employment
600/5340/9	WJEC Level 2 Award in Written Spanish: Social Activities

Level	Title	Entry Code * FRENCH	Entry Code * GERMAN	Entry Code * SPANISH	Entry Code * ITALIAN	Entry Code * MANDARIN	Entry Code * JAPANESE	Entry Code * CORNISH
E3	Spoken [Target Language]: Communicating Personal Information	6600/E3	6610/E3	6620/E3	6630/E3	6640/E3	6650/E3	6670E3
E3	Spoken [Target Language]: Social Activities	6602/E3	6612/E3	6622/E3	6632/E3	6642/E3	6652/E3	6672/E3
E3	Spoken [Target Language]: Education and Employment	6608/E3	6618/E3	6628/E3	6638/E3	6648/E3	6658/E3	6678/E3
L1	Spoken [Target Language]: Communicating Personal Information	6600/L1	6610/L1	6620/L1	6630/L1	6640/L1	6650/L1	
L1	Spoken [Target Language]: Social Activities	6602/L1	6612/L1	6622/L1	6632/L1	6642/L1	6652/L1	
L1	Spoken [Target Language]: Education and Employment	6608/L1	6618/L1	6628/L1	6638/L1	6648/L1	6658/L1	
L1	Written [Target Language]: Communicating Personal Information	6601/L1	6611/L1	6621/L1	6631/L1	6641/L1	6651/L1	
L1	Written [Target Language]: Social Activities	6603/L1	6613/L1	6623/L1	6633/L1	6643/L1	6653/L1	
L1	Written [Target Language]: Education and Employment	6609/L1	6619/L1	6629/L1	6639/L1	6649/L1	6659/L1	
L2	Spoken [Target Language]: Communicating Personal Information	6600/L2	6610/L2	6620/L2	6630/L2	6640/L2	6650/L2	
L2	Spoken [Target Language]: Social Activities	6602/L2	6612/L2	6622/L2	6632/L2	6642/L2	6652/L2	
L2	Spoken [Target Language]: Education and Employment	6608/L2	6618/L2	6628/L2	6638/L2	6648/L2	6658/L2	
L2	Written [Target Language]: Communicating Personal Information	6601/L2	6611/L2	6621/L2	6631/L2	6641/L2	6651/L2	
L2	Written [Target Language]: Social Activities	6603/L2	6613/L2	6623/L2	6633/L2	6643/L2	6653/L2	
L2	Written [Target Language]: Education and Employment	6609/L2	6619/L2	6629/L2	6639/L2	6649/L2	6659/L2	

*For Welsh medium entries the codes will be: Entry Level xxxx/M3; Level 1 xxxx/W1; Level 2 xxxx/W2

1.2 About WJEC Language Pathway Qualifications

WJEC Language Pathway qualifications support the acquisition of language skills in purposeful contexts.

These qualifications have been designed to support a wide range of learners in the development of language skills, regardless of their skill on entering the course.

They support learners with an interest in learning a language for the first time as well as those who want to improve their existing skills.

Qualifications can be built up by level or learners could study several languages at a variety of levels.

1.3 Guided learning hours (GLH) and total qualification time (TQT)

Each qualification has been allocated a number of guided learning hours (GLH). This is the number of guided learning hours that WJEC expects the centre to provide to support learners. Guided learning means activities such as classroom-based learning, tutorials and online learning, which is directly supervised by a teacher, tutor or invigilator. It also includes all forms of assessment which take place under the immediate guidance or supervision of a teacher, supervisor or invigilator.

In addition to the GLH, WJEC also specifies a total number of hours that it is expected learners will be required to undertake in order to complete the qualifications. This is referred to as the total qualification time (TQT). Activities which contribute to the TQT include independent and unsupervised research, unsupervised coursework, unsupervised e-learning, e-assessment and all guided learning.

The total amount of GLH and TQT assigned to these qualifications are:

Level	Title	GLH	TQT
E3	Spoken [Target Language]: Communicating Personal Information	10	10
E3	Spoken [Target Language]: Social Activities	10	10
E3	Spoken [Target Language]: Education and Employment	10	10
L1	Spoken [Target Language]: Communicating Personal Information	10	10
L1	Spoken [Target Language]: Social Activities	10	10
L1	Spoken [Target Language]: Education and Employment	10	10
L1	Written [Target Language]: Communicating Personal Information	10	10
L1	Written [Target Language]: Social Activities	10	10
L1	Written [Target Language]: Education and Employment	10	10
L2	Spoken [Target Language]: Communicating Personal Information	10	10
L2	Spoken [Target Language]: Social Activities	10	10
L2	Spoken [Target Language]: Education and Employment	10	10
L2	Written [Target Language]: Communicating Personal Information	10	10
L2	Written [Target Language]: Social Activities	10	10
L2	Written [Target Language]: Education and Employment	10	10
L1	Written Mandarin: Education and Employment	20	20
L1	Written Mandarin: Social Activities	20	20
L1	Written Mandarin: Communicating Personal Information	20	20
L2	Written Mandarin: Education and Employment	20	20
L2	Written Mandarin: Social Activities	20	20
L2	Written Mandarin: Communicating Personal Information	20	20

Level	Title	GLH	TQT
L1	Written Japanese: Education and Employment	20	20
L1	Written Japanese: Social Activities	20	20
L1	Written Japanese: Communicating Personal Information	20	20
L2	Written Japanese: Education and Employment	20	20
L2	Written Japanese: Social Activities	20	20
L2	Written Japanese: Communicating Personal Information	20	20

2 RULES OF COMBINATION

The range of units and structure of the qualifications enable centres to establish programmes that facilitate routes to achievement appropriate to the needs of learners and the requirements of employers.

Each unit is a qualification in its own right; therefore there is no set unit combination.

3 UNIT STRUCTURE

Unit title

The title summarises the content of the unit in a concise manner.

Level

The level describes the complexity of the unit.

Credit value

Each unit of the WJEC Language Pathway qualifications is assigned a credit value. One credit is the equivalent to a total of 10 hours of learning. Learning time is defined as the total time taken by learners at the level of the unit, on average, to complete the learning outcomes of the unit to the standard determined by the assessment criteria.

Guided learning hours

Guided learning time represents only those hours in which a tutor is present and contributing to the learning and assessment process. In some organisations this is known as 'contact time'. This time includes lecturers, supervised practical periods and supervised study time.

Unit introduction

This gives a summary of the unit content. It sets the vocational context of the unit and highlights the purpose of the learning in the unit.

Learning outcomes

Learning outcomes state what the learner should know, understand or be able to do as a result of completing the learning in the unit.

Assessment Criteria

The assessment criteria specify the standard a learner is expected to meet to demonstrate that the learning outcomes of that unit have been achieved.

Unit content

The indicative content defines the breadth and depth of learning for each assessment criterion. It is expected that all the indicative content will be delivered during the programme of learning. It is not required to assess every aspect of the content when assessing the unit. Learners will be expected to apply the knowledge, understanding and skills acquired through the learning to the specifics of the assessment context.

Assessment

WJEC Language Pathway qualifications are assessed through internal assessment and are externally moderated.

Guidance for delivery

This gives the tutor some ideas on how to deliver the unit in a variety of settings consistent with the philosophy and intent of the qualification. Sample contexts are provided for each unit.

Resources

This identifies useful resources to help in the delivery of the learning. Many of the resources listed are suitable for using with learners.

3.1 Units - Learning outcomes and assessment criteria

Entry 3

Unit Title: Spoken (Target Language): Communicating Personal Information

Learning Outcomes	Assessment criteria	Content	
<i>The learner will:</i>	<i>The learner can:</i>	<i>Possible Language Content</i>	<i>Examples</i>
1. Be able to give personal information orally in response to questions in familiar everyday situations or work related contexts	1.1 Use basic set phrases to communicate personal information orally in response to basic questions : e.g. name, contact details, place of work, mobile, e-mail, interests, likes and dislikes	Greetings Alphabet Numbers Context Specific Vocabulary for: <ul style="list-style-type: none"> • Personal information • School • College • The workplace • Leisure interests Likes and dislikes Present tense	<ul style="list-style-type: none"> • Personal information including name, where you live/ work. Job title/ from + country • Use simple set phrases e.g. My name is....., I live in, I work in....., I go to _____ school or college • I like..., I don't like..... • Age • Numbers (0-10) • E mail address

Level 1**Unit Title: Spoken (Target Language): Communicating Personal Information**

Learning Outcomes	Assessment criteria	Content	
<i>The learner will:</i>	<i>The learner can:</i>	<i>Possible Language Content</i>	<i>Examples</i>
1. Be able to give and request personal information orally in a social or work context	<p>1.1 Respond orally to predictable questions relating to personal information by adapting set phrases.</p> <p>1.2 Use and adapt predictable questions to request personal information orally. E.g. name, likes/dislikes, home town, contact details</p>	<p>Greetings</p> <p>Alphabet</p> <p>Numbers</p> <p>Context Specific Vocabulary for:</p> <ul style="list-style-type: none"> • Personal information • The family • Town and region <p>Likes and dislikes</p> <p>Present tense</p>	<ul style="list-style-type: none"> • Name, home location, family members, contact information • Numbers (1-50), • Simple words to get speaker to repeat or speak more slowly – can be single words e.g. repeat please,

Level 2**Unit Title: Spoken (Target Language): Communicating Personal Information**

Learning Outcomes	Assessment criteria	Content	
<i>The learner will:</i>	<i>The learner can:</i>	<i>Possible Language Content</i>	<i>Examples</i>
1. Be able to engage in conversations to give and request personal information in a social or work context	1.1 Initiate and maintain a routine conversation on everyday personal information responding and asking questions where appropriate e.g. name, likes/dislikes, home town, contact details, future plans and past activities	Greetings Alphabet Numbers Context Specific Vocabulary for: <ul style="list-style-type: none"> • Personal information • The family • Town and region • Future plans • Activities Likes and dislikes Present, Past and Future tenses	<ul style="list-style-type: none"> • Develop vocabulary to be able to get speaker to repeat e.g. sorry I didn't understand, please say that again, please speak more slowly • Responding to questions at interview

Entry 3

Unit Title: Spoken (Target Language): Education and Employment

Learning Outcomes	Assessment criteria	Content	
<i>The learner will:</i>	<i>The learner can:</i>	<i>Possible Language Content</i>	<i>Examples</i>
<p>1. Be able to give information orally in response to questions about work or education.</p>	<p>1.1 Use set phrases to communicate information orally about work or education in response to basic questions.</p>	<p>Greetings</p> <p>Numbers</p> <p>The time</p> <p>Context Specific Vocabulary for:</p> <ul style="list-style-type: none"> • School • College • The workplace <p>Appropriate verbs in the present tense</p> <p>Expressing likes and dislikes</p> <p>Adjectives to express size and opinions</p>	<p>Possible questions + answers:</p> <p>Where do you e.g. work/go to school? I go to / I work in... + place</p> <p>What is the name of the e.g. company / employer / school? Give name / It is called...</p> <p>What type of company / school is it? It is ... e.g. a restaurant/ store/sport centre/ hairdresser/building company/ Secondary school etc ...</p> <p>What is your job title / what year are you in? I am + job/ I am in Year...</p> <p>Do you like your job/school? Yes, I like... No, I Don't like...</p> <p>Why do you like/ not like your job / school? It is... + adjective e.g. it is interesting/it is boring.</p> <p>What subjects do you study? / What do you do? I study + subjects. I work in e.g. marketing.</p> <p>What time do you start / finish? At...(hour clock)</p> <p>Is it a big company/school? Yes, it is big. No, it is small.</p>

Level 1

Unit Title: Spoken (Target Language): Education and Employment

Learning Outcomes	Assessment criteria	Content	
<i>The learner will:</i>	<i>The learner can:</i>	<i>Possible Language Content</i>	<i>Examples</i>
<p>1. Understand spoken facts about work or education.</p> <p>2. Be able to present facts orally about work or education.</p>	<p>1.1 Extract key information from spoken language including: Name of employer / school, department / function / e-mail address, phone number.</p> <p>2.1 Express predictable information orally about work / education e.g. job title, hours of work, role & responsibilities, subjects studied.</p> <p>2.2 Respond orally to predictable questions about work or education.</p>	<p>Greetings</p> <p>Numbers</p> <p>The time</p> <p>The alphabet</p> <p>Context Specific Vocabulary for:</p> <ul style="list-style-type: none"> • Countries and nationality • Town / region • School • College • The workplace (as appropriate) <p>Appropriate verbs in the present tense</p> <p>Transport</p> <p>Leisure activities</p> <p>Months and days of the week</p> <p>Expressing likes and dislikes</p>	<p>Give personal general details e.g. 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 + job description I work for + type of work place I go to school. Is your school / company in e.g. a town? Yes, it is in a big town. No, it is near the sea. What is your e-mail / address / mobile phone number? It is.... What do you do in a typical day? I have e.g. 5 lessons a day and I play e.g. football. I answer the phone and help clients. How long have you been there / worked there? For ...e.g. 6 years / 2 weeks Do you enjoy your job / studies? Why? Yes, I really like e.g. languages/ travel. No, I don't like e.g. the work / people / noise ...because e.g. I enjoy e.g. communicating / I don't like e.g. the machines. How do you get to work / school? I go / I travel by e.g. bus / train / car / I walk. Are the holidays good? Yes, I have e.g. 6 weeks off in the summer. No, I only have 28 days off a year. What days do you work? I work e.g. Monday – Friday I work part time. E.g. Tuesday and Wednesday. How many people work / study there?</p>

Level 2**Entry Unit Title: Spoken (Target Language): Education and Employment**

Learning Outcomes	Assessment criteria	Content	
<i>The learner will:</i>	<i>The learner can:</i>	<i>Possible Language Content</i>	<i>Examples</i>
<p>1. Be able to engage in conversations to present and understand information about work or education.</p>	<p>1.1 Initiate and maintain a routine conversation about work / school or college e.g. roles & responsibilities / daily routine, description of products & services or subjects studied, past activities, future plans.</p> <p>1.2 Respond orally to routine questions relating to a specific job / school subject, e.g. experience, personal qualities, reasons for wanting to work or study in a particular job / industry.</p>	<p>Greetings</p> <p>Numbers</p> <p>The time</p> <p>The alphabet</p> <p>Context Specific Vocabulary for:</p> <ul style="list-style-type: none"> • Countries and nationality • Town / region • School • College • The workplace (as appropriate) <p>Appropriate verbs in the present and past tenses</p> <p>Months and days of the week</p> <p>Expressing likes and dislikes</p>	<p>As for Entry 3 / Level 1+</p> <p>What do you do exactly? I + verbs describing various tasks / skills</p> <p>How many hours / days do you work? I work e.g. 8 hours a day / weekends</p> <p>How long have you worked for this company / been in school? I have worked in / studied in for e.g. 7 years...</p> <p>What does your job involve / do you do? I have + verb in past tense I am used to... I can... E.g. answer the phone, use ICT packages, speak 2 languages, and drive to venues...</p> <p>Frequency E.g. often, already, last year, for the last 2 years....</p> <p>Adverbs: e.g. Very / quite / generally / etc.</p> <p>Do you work full time / are you in school every day. Yes, I work / go to school every day Monday – Friday. No, I just work 4 days a week.</p> <p>What qualities / skills do you have for this job? I am / I consider that I am + adjective I can e.g. communicate very well.</p> <p>What job / career will you do in the future? I will be; e.g. an engineer in France, a sales rep in Germany.</p>

Entry 3**Unit Title: Spoken (Target Language): Social Activities**

Learning Outcomes	Assessment criteria	Content	
<i>The learner will:</i>	<i>The learner can:</i>	<i>Possible Language Content</i>	<i>Examples</i>
<ol style="list-style-type: none"> Understand key spoken information relating to everyday social activities Be able to make oral requests relating to everyday social activities 	<ol style="list-style-type: none"> Identify key points in basic spoken communication relating to everyday activities. Use basic set phrases to state needs or wishes relating to everyday social activities. 	<p>Greetings</p> <p>Time</p> <p>Numbers and prices</p> <p>Question forms</p> <p>Locations (prepositions)</p> <p>Context Specific Vocabulary for:</p> <ul style="list-style-type: none"> Drinks and snacks Leisure activities Places transport <p>Present tense</p>	<p>At the cafe ordering drinks and snacks</p> <p>Buying tickets and understanding announcements</p> <p>Shopping</p> <p>Use set phrases such as; I would like... Do you have...? How much is...? Do you have anything cheaper? Is there a discount for...? At what time does it begin / end? When does the first / next / last...leave?</p> <p>Numbers</p>

Level 1**Unit Title: Spoken (Target Language): Social Activities**

Learning Outcomes	Assessment criteria	Content	
<i>The learner will:</i>	<i>The learner can:</i>	<i>Possible Language Content</i>	<i>Examples</i>
<p>1. Understand key spoken information relating to everyday social activities</p> <p>2. Be able to make oral requests relating to everyday social activities</p>	<p>1.1 Identify key points and some detail in predictable conversations / announcements regarding social activities e.g. dialogues, travel announcements</p> <p>2.1 Use and adapt set phrases orally to express facts and needs, make predictable requests relating to everyday social activities e.g. shopping, eating out, travel</p> <p>2.2 Use and adapt predictable questions to clarify details orally e.g. time, cost</p>	<p>Greetings</p> <p>Time</p> <p>Numbers</p> <p>Prices and quantities</p> <p>Question forms and making requests</p> <p>Locations (prepositions)</p> <p>Context Specific Vocabulary for:</p> <ul style="list-style-type: none"> • Drinks and snacks • Leisure activities • Shopping for food • places <p>Present tense</p>	<p>At the cafe ordering drinks and snacks</p> <p>Buying tickets and understanding announcements</p> <p>Shopping</p> <p>Use set phrases such as; I would like... Do you have...? How much is...? Do you have anything cheaper? Is there a discount for...? At what time does it begin / end? When does the first / next / last...leave?</p> <p>Numbers Question forms: how / when / where / what?</p>

Level 2**Unit Title: Spoken (Target Language): Social Activities**

Learning Outcomes	Assessment criteria	Content	
<i>The learner will:</i>	<i>The learner can:</i>	<i>Possible Language Content</i>	<i>Examples</i>
1. Be able to engage in conversations relating to everyday social activities	1.1 Initiate and maintain a conversation to express requests and preferences relating to routine transactions and everyday activities, including additional specific details e.g. seating preferences, how you would like food prepared. 1.2 Ask and respond orally to open questions to find out information e.g. quantity (people / items, prices, opening times (24 hour clock), dates, special offers, discounts.	Greetings Time 24 hour clock Numbers Prices and quantities Question forms and making requests Locations (prepositions) Context Specific Vocabulary for: <ul style="list-style-type: none"> • Menu • Car hire Present tense	At the restaurant / Hiring a car Express seating preferences Ask for opening and closing times Use set phrases such as; I would like... / Do you have...? How much is...? Do you have anything cheaper? Is there a discount for...? Say what type of car you require Is insurance included? Is there a mileage charge? Say how many people are in your group Ask if there are child seats available Numbers Question forms: how / when / where / what?

Level 1**Unit Title: Written (Target Language): Communicating Personal Information**

Learning Outcomes	Assessment criteria	Content	
<i>The learner will:</i>	<i>The learner can:</i>	<i>Possible Language Content</i>	<i>Examples</i>
1. Understand texts on personal information in a social or work context	1.1 Identify the key points and some details from simple texts relating to personal information	Greetings Alphabet Numbers Context Specific Vocabulary for: <ul style="list-style-type: none"> Personal information School College The workplace Leisure interests Likes and dislikes Present tense	Reading about other people / Checking –in at the airport; <ul style="list-style-type: none"> Personal information including name, where you live / work. Job title / from + country Use simple set phrases e.g. My name is....., I live in, I work in....., I go to _____ school or college I like..., I don't like..... Age Numbers (0-10) E mail address
2. Be able to produce texts on personal information in a social or work context	2.1 Use and adapt set phrases to respond in writing to predictable questions and requests for personal everyday facts and information e.g. name, address, contact details, likes & dislikes 2.2 Use and adapt predictable questions to request in writing personal everyday facts and information from others. e.g. name, likes / dislikes, address, contact details		

Level 2**Unit Title: Written (Target Language): Communicating Personal Information**

Learning Outcomes	Assessment criteria	Content	
<i>The learner will:</i>	<i>The learner can:</i>	<i>Possible Language Content</i>	<i>Examples</i>
1. Understand texts on personal information in a social or work context	1.1 Extract specific details relating to personal information from routine texts e.g. preferences and opinions, future plans and past activities.	Greetings Alphabet Numbers Context Specific Vocabulary for: <ul style="list-style-type: none"> • Personal information • The family • Town and region • Future plans • Activities Likes and dislikes Present, Past and Future tenses	<ul style="list-style-type: none"> • Activity Example: Read a selection of CVs and identify which one would be most appropriate for a specific job. • Match up student profiles with host families for an exchange visit.
2 Be able to produce texts on personal information in a social or work context	2.1 Use and adapt routine language to respond in writing to questions and requests for personal everyday facts and information e.g. name, address, contact details, likes / dislikes, opinions, future plans and past activities. 2.2 Use and adapt routine language to make written requests for personal everyday facts and information from others. e.g. name, contact details, likes / dislikes, home town, opinions, future plans, past activities		<ul style="list-style-type: none"> • Activity Example: Write to exchange school requesting information from students • Activity Example: Produce a CV / Complete a job application form • Write a covering letter for a job • Update "Facebook" profile in target language • Enter a competition giving your opinions about product x

Level 1**Unit Title: Written (Target Language): Social Activities**

Learning Outcomes	Assessment criteria	Content	
<i>The learner will:</i>	<i>The learner can:</i>	<i>Possible Language Content</i>	<i>Examples</i>
1. Understand by responding to key facts and information in texts relating to everyday social activities.	1.1 Identify key points and some details in simple texts relating to everyday social activities e.g. shopping, entertainment, travel	Greetings (formal and informal) Numbers and prices Time Day and dates Context Specific Vocabulary for: <ul style="list-style-type: none"> • Leisure interests • Socialising • Menu Basic opinions Expressing gratitude Past and Conditional tenses	Confirming a restaurant booking / Emailing friends to thank them for a organising a past event I have reserved / booked.... I would like to confirm my reservation for... For...+name, time, day / date For...persons I / we would like... One of the party is a vegetarian / has a nut allergy Express specific requirements: e.g. table by the window etc. Expressing thanks Say what you enjoyed and why (about meal / event)
2. Be able to make and respond to requests for information relating to everyday social activities.	2.1 Use and adapt set phrases to make simple requests for key information about social activities or events e.g. request for information about events, travel enquiries. 2.2 Use and adapt set phrases to respond to predictable questions and requests for key information about social activities or events.		

Level 2

Unit Title: Written (Target Language): Social Activities

Learning Outcomes	Assessment criteria	Content	
<i>The learner will:</i>	<i>The learner can:</i>	<i>Possible Language Content</i>	<i>Examples</i>
1. Understand facts and information in texts relating to everyday social activities.	1.1 Identify and extract specific details from texts relating to everyday social activities e.g. shopping, eating out, travelling and social events	Greetings (formal and informal) Context Specific Vocabulary for: <ul style="list-style-type: none"> Leisure interests socialising Likes and dislikes Opinions Future and Past tenses	Describing a past social activities / celebration or holiday / visit Describing future events Expressing thanks for an email Describe a past event... e.g. where you went, what you did and with whom, what presents you received Letter writing conventions I have been on holiday to... I went to / visited... I went with... I have met... It was... Tomorrow / next weekend / month / year etc. I / we will...
2. Be able to make and respond to requests for information relating to everyday social activities.	2.1 Use and adapt routine language to make request for key information about everyday social activities or events e.g. request for product information, travel enquiries, future programmes / events 2.2 Use and adapt routine language to provide key information about everyday social activities or events 2.3 Use routine questions to clarify details e.g. prices, quantities, times		

Level 1

Unit Title: Written (Target Language): Education and Employment

Learning Outcomes	Assessment criteria	Content	
<i>The learner will:</i>	<i>The learner can:</i>	<i>Possible Language Content</i>	<i>Examples</i>
<p>1. Understand written information relating to work or education</p> <p>2. Be able to present written facts and information about work or study</p>	<p>1.1 Identify key points and some detail in predictable texts relating to education or work.</p> <p>2.1 Use and adapt predictable language to communicate in writing facts and information about key areas of work / study e.g. name of employer or school / college, hours of work or timetable, role & responsibilities or subjects studied.</p> <p>2.2 Give simple opinions in writing about different activities at work or education.</p> <p>2.3 Respond in writing to predictable questions relating to work or education.</p>	<p>Greetings</p> <p>Personal details</p> <p>Context specific vocabulary</p> <p>Numbers</p> <p>Time</p> <p>Daily routine</p> <p>Likes and dislikes / preferences</p> <p>Opinions</p> <p>Present and Future tenses</p>	<p>Looking for an email exchange partner / At an International student conference:</p> <p>Studies: Subjects / options chosen I have been studying... I am interested in... I enjoy... Languages spoken. School years- (cultural differences: equivalence) Intentions/Future plans : I intend to ... I would like to ... I hope to ... e.g. Carry on with my studies / go to college / university. Future tense (e.g. near future / simple future) / Conditional Tense School / work routine: Which days? Hours? Number of lessons / meetings per day / length of lessons / meetings). School: Options / compulsory subjects Opinion e.g. 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</p>

Level 2**Unit Title: Written (Target Language): Education and Employment**

Learning Outcomes	Assessment criteria	Content	
<i>The learner will:</i>	<i>The learner can:</i>	<i>Possible Language Content</i>	<i>Examples</i>
<p>1. Understand written information relating to work or education</p> <p>2. Be able to present written information about work or study.</p>	<p>1.1 Extract specific information from routine texts relating to work or education.</p> <p>2.1 Use routine language to present information in writing about work, school, or education e.g. CV, qualifications, description of product or services, target markets, past experience and future plans.</p> <p>2.2 Respond in writing to routine written questions relating to education or work e.g. experience, personal qualities, qualifications.</p> <p>2.3 Express opinions in writing about different activities at work or in education</p>	<p>Greetings</p> <p>Personal details</p> <p>Context specific vocabulary</p> <p>Numbers</p> <p>Time</p> <p>Expressions of time</p> <p>Daily routine</p> <p>Likes and dislikes / preferences</p> <p>Opinions</p> <p>Present, Past and Future tenses</p>	<p><u>Studies:</u> Subjects / options chosen I have been studying... I am interested in... I enjoy... My strengths are... Languages spoken. School years (cultural differences: equivalence)</p> <p><u>Interests / qualities:</u> <u>Use of adjectives</u> My interests / qualities are... e.g. trustworthy, reliable, punctual, hardworking I am / I consider that / I look forward to / I believe that..... I am able to ...</p> <p><u>Qualifications/ experience:</u> Past tense Roles and responsibilities in a work place. Mention of part time/weekend/holiday jobs / work experience.</p> <p><u>Intentions:</u> Type of experience needed / future plans. Future tense / present tense e.g. I hope to.... / I plan to travel... Conditional tense</p>

			<p><u>Writing a formal letter:</u> Formal letter beginning / ending Letter layout Polite set conventions Introducing yourself Useful phrases to apply for a job.</p> <p>What you have enjoyed in previous work placement/ job: I have enjoyed... I learnt to... I had the opportunity to ... I have developed ... skills</p> <p>Higher frequency words. e.g. mainly, also, above all.</p> <p>Expression of opinions: e.g. it was useful, interesting ... Justification: because...</p>
--	--	--	--

3.2 Resources

General Language Resources

Useful websites:

www.languagesonline.org.uk

FR, GR, SP, ITA.

www.bbc.co.uk/languages

www.lighbulblanguages.co.uk

FR, GR, SP, ITA.

www.bbc.co.uk/learning

FR, GR, SP, CHI, ITA, JAP:

- Bitesize
- Language Tutors
- Better Listening
- Le mensuel
- Worktalk Fr.
- Languages in Sport

www.tes.co.uk

FR, GR, SP – Free Teaching and Learning resource

www.zut.org.uk

FR, GR, SP

4 ASSESSMENT AND GRADING

4.1 Principles of Assessment

All WJEC Language Pathway qualifications are internally assessed and externally moderated. The following principles apply to the assessment of each unit:

- Each unit must be assessed independently. Learners may produce a piece of evidence that contributes to assessment criteria for more than one unit. This is acceptable provided it can be clearly attributed to specified assessment criterion.
- Learners must provide evidence for each learning outcome. This evidence can be provided through products of learners' work, observations, witness statements, simulation, question and answers, expert witness statements, etc. All work will be able to be submitted for external moderation.
- All assessment criteria must be met as specified for the unit learning outcomes to be achieved.
- All assessments should follow the assessment guidance for each unit. For those units which assess oral communication through the language, the learners should:
 - use polite conventions and set phrases appropriate to the context, e.g. verbal and non-verbal
 - pronounce the language clearly
 - pronounce the language accurately enough to be understood (there may be some hesitancy)
 - be able to ask for repetition or check understanding using language appropriate to the levels for which they are studying (e.g. Entry Level, Level 1 or Level 2)
- For those units that assess reading and writing, learners should:
 - write accurately enough to be understood using language appropriate to the levels for which they are studying (Level 1, Level 2)
 - use polite set phrases and conventions, e.g. forms of address, please, thank you, appropriate to the context and level
 - be able to use dictionaries and resources to support written communication
- The overall grade for these qualifications and units is a 'pass'. Centres are expected to standardise assessment decisions. This is the process by which centres ensure that all candidates are judged to the same standard across different assessors, teaching groups and from year to year. Evidence of standardisation should be submitted with learner evidence.

4.2 Assessment Controls

This section sets out the aspects of assessment controls that will generally be applied to all units.

Task setting

WJEC have produced model assignments for each unit. Centres are, however, allowed to modify the assignment to suit their own needs or to design their own. This will allow centres to tailor the assessment to local needs. The model assignment has been written to ensure the following controls are in place:

- each unit is assessed through one assignment
- the assignment must provide each learner with the opportunity to address all assessment criteria
- the assignment must indicate the acceptable forms of evidence
- where a centre has adapted the model assignment, there must be evidence of quality assuring its fitness for purpose

Task taking

The following criteria need to be demonstrated in all the evidence appropriate to the level being assessed.

Oral communication

- Use conventions appropriate to the context, e.g. verbal and non-verbal.
- Use polite set phrases to build relationships, e.g. forms of address, greetings and leave taking.
- Pronounce language clearly and accurately enough to be understood.
- Use appropriate register for the context.

Written communication

- Write accurately enough to be understood.
- Use polite set phrases to build relationships, e.g. forms of address, please, thank you, formal signing off of letters.

Assessment should focus on the practical language skills and language knowledge.

Assessment may take place through:

- direct observation of the learner
- verification of recorded or written material

It may also be appropriate for **part** of the assessment to include witness testimony from others who either have the language skills to testify or who have seen the outcome of the learner's language skills.

Language knowledge (grammar and vocabulary) should mainly be assessed through practical use. However, a small amount of additional testing may be appropriate to ensure knowledge is secure.

Simulation

In the classroom

Language tasks can occur naturally even though the environment may be simulated (e.g. set up in the classroom). Simulations can be aligned to a range of contexts which enable the learner to demonstrate competence and can be either a workplace or social context, whichever suits the needs of the learner.

In the workplace

Learners may be working in environments which require irregular use of the language that is being assessed. Assessors may be language trainers external to the workplace. It may be impractical to assess learners' competence through normal working practice. In these situations, assessment in a simulated environment is acceptable.

Spontaneous or scripted language?

- MOST of the evidence presented at all levels should contain spontaneous (not scripted) use of language.
- Material may never be read as a script.
- At all levels, there may be some occasions where brief notes are acceptable (e.g. for presentations). These must only be used as prompts.
- Insisting on eye contact where appropriate (so notes are glanced down at but not read) may help learners avoid the temptation to over-use such prompts.

Time

Centres have the discretion for how time is allocated to each task.

Resources

The assessor can determine which resources all learners should be provided with to ensure fair and valid assessment takes place.

Supervision

Learners must normally be supervised by an assessor whilst completing assignment tasks.

Authentication

Supervision is in place to ensure the authenticity of evidence produced for summative assessment. Assessors are not expected to provide input or guidance to learners during the assessment time. Assessors can provide guidance on the requirements of the task and remind learners of the assessment criteria and how they can be interpreted. Assessors must intervene where there is a health and safety hazard observed.

Learners can review and redraft evidence independently within the time for the assessment.

Learners cannot redraft based on feedback from an assessor.

Learners must sign a declaration to confirm that all evidence submitted for moderation is their own work and that any sources used have been acknowledged.

Assessors must sign a declaration to confirm that evidence submitted for moderation is that of the learner.

Collaboration

'Collaboration' refers to group work.

Where group work takes place, the following principles must be considered:

- tasks should allow each member of the group to have full access to all assessment criteria
- evidence must be clearly attributable to each individual member of the group
- assessment of the individual must be based on the individual contribution to the evidence produced
- learners achievement must not be affected by the poor performance of other group members
- learners achievement must not benefit from the performance of other group members

Resubmission

Learners can resubmit for entry at any moderation point. Learners must complete a new assessment. Assessors will need to adapt the task or develop a new one to cover all the assessment criteria.

Task marking

All marking of evidence must be made against the assessment criteria given in each unit.

Written evidence must be annotated to show how it relates to the assessment criteria.

Where performance is observed by someone other than an assessor, the 'witness' must complete a witness statement (an example is available on the WJEC website). In certain circumstances, where the assessor does not have the necessary skills in the language being assessed, and provided this has first been agreed with WJEC, a centre may appoint an expert witness who has the appropriate language skills. The expert witness will work with the assessor to verify the candidate's language competence.

Assessors will need to authenticate the statement, either through scrutiny of supporting evidence and/or questioning of the learner and/or witness. If the statement is authenticated, it can be allowed to contribute to the evidence for assessment. Evidence of authentication will also need to be included.

An assessor or staff acting as assessors must have the necessary expertise in the subject and level for a specified unit and the ability to make objective and reliable judgements about candidate competence. They should also have access to a **lead assessor** (internal verifier) who is responsible for the quality assurance of assessment procedures and outcomes for one or more programme areas.

The assessor is responsible for ensuring that:

- assessment is conducted under specified controlled conditions
- they are clear about the requirements of the learning outcomes, assessment criteria prior to commencing assessment
- evidence presented for assessment is authentic
- assessment decisions are accurately recorded
- evidence is appropriately annotated
- observation records contain sufficient detail for objective corroboration of decisions

All members of teams delivering WJEC Language Pathway qualifications should understand how they can access information and guidance provided by WJEC. Teams should have regular meetings for both delivery and assessment, co-ordinated with the key dates for registrations, entries and certification.

All assessors/lead assessors should have access to professional development to familiarise them with the Language Pathway qualifications assessment criteria.

Evidence requirements

Oral Communication (Speaking and Understanding)

- Evidence must be drawn from listening to a range of voices and materials of different types and for different purposes, work and social where appropriate.
- Some of this must be face to face (not recorded).
- Interactive situations must be included (to allow collection of evidence for both understanding and speaking together).
Providing evidence of listening to a range of voices in the classroom is likely to involve use of video/audio recordings.
Use of the telephone should be included from level 2 (and may be included before).
- Evidence must be drawn from speaking in a range of situations, work and social.
- As a general guide, evidence is likely to include approximately two minutes of the candidate's voice, depending on level.
- The most important thing is that the assessment criteria have been met with detail appropriate to the level being assessed.

Written Communication (Reading and Writing)

As for understanding spoken language, this must include a range of materials of different types and for different purposes, work and social. The length should be appropriate for the level (e.g. at Level 1, short texts of one or two simple sentences; and at Level 2, short paragraphs such as e-mails and letters).

Presentation of Evidence

- Each candidate's work should be presented in an A4 folder clearly marked with the following information:
 - centre name and number
 - candidate name and number
 - unit titles and level(s)
- A signed authentication sheet by the candidate and assessor
- Ring binders and plastic wallets should NOT be used
- Evidence should be referenced on the cover sheet
- Copy of the task sheet

4.3 Standardisation

Centres are expected to standardise assessment decisions. This is the process by which centres ensure that all learners are judged to the same standard across different assessors, teaching groups and from year to year. Evidence of standardisation should be available for the moderators.

Where more than one assessor is involved, the centre must appoint a lead assessor. The role of the lead assessor is to:

- document all activities
- ensure that the assignment presented to learners is fit for purpose
- ensure all assessors have appropriate documentation in place to support fair and valid assessment decisions
- ensure all assessment activities are in accordance with the assessment criteria
- sample assessment judgements at appropriate times to ensure the assessment criteria are correctly and consistently applied
- provide feedback to assessors
- provide support to assessors

In addition, the lead assessor should have sufficient expertise and language skills to enable them to verify assessment decisions and give advice to assessors.

4.4 Training Assessors

WJEC will provide training for lead assessors and assessors. Assessor support material, including sample documentation, will also be made available to assessors and lead assessors.

5 ENTRY PROCEDURES

Qualifications will be available for certification for each January and June moderation series.

Entries for the January moderation series should be submitted by 21 October with amendments possible up until the 30 November. Entries for the June moderation series should be submitted by 21 February with amendments possible up until the 30 April.

Unit entry

Entry for individual units must be made by submitting the relevant unit codes as indicated on each unit specification.

Qualification entry

Learners will be entered for the qualification when entering for a unit as the unit and qualification are one and the same (cash-in).

6 EXTERNAL MODERATION

The consistency of assessment practices and decisions across centres will be assured through the external moderation of a sample of work.

Centres will have the opportunity to attend moderation meetings in each year of delivery. Attendance at these meetings and successful completion of the activities could lead to reduced level of external moderation.

Moderation will take place at two points in each year: January and June.

External moderators must have:

- skills to at least Level 3 in a language other than English; when they do not have skills in a particular language being assessed, they may appoint an expert witness, who has these skills, to advise on questions relating to language competence
- sufficient expertise to enable them to verify assessment decisions and advise assessors, internal verifiers and centres on the quality and consistency of assessment and verification systems and practices
- up-to-date knowledge of verification practice, demonstrated by a record of continuous professional development reviewed on at least an annual basis
- knowledge and understanding of the qualification they are verifying
- in-depth knowledge of the awarding body's quality assurance procedures.

Centres should ensure they keep all learner portfolios not sent to the moderator in their possession for two months after the closing date for sending samples for moderation. External moderators may visit during this time.

Centres should submit a sample identified by WJEC for **each unit** that includes:

- the controlled assignment brief used to set the assessment activity
- a record sheet confirming the authenticity of the evidence presented
- all evidence produced by learners in completion of the assessment, annotated appropriately by the assessor
- evidence produced by the assessor to confirm a learner's ability in performance related tasks where applicable

Moderators will review all evidence presented to ensure standards are aligned. Evidence will be judged against the following criteria:

- task setting – were tasks set within the controls set by WJEC in the model assignment?
- annotation – is the evidence produced by learners appropriately annotated, including the detail and clarity in evidence produced by the assessor?
- authentication – is it clear that the evidence submitted was authentically produced by the learner?
- standardisation – is there evidence of effective standardisation/internal quality assurance within the centre?

Timetable

Samples of work must be submitted for external moderation, and related mark sheets returned to WJEC by **12 December** for the January series and **5 May** for the June series. Centres will need to ensure that internal submission dates are set sufficiently in advance of this to allow for authentication, assessment and standardisation.

Feedback

The outcome of moderation will be to either accept or amend a centre's assessment decisions. Guidance on actions needed before re-submission of specified units at a subsequent moderation series will be also be provided.

Feedback will be provided through a centre moderator's report for each certification title, covering the units entered by the centre and will be accessible through WJEC secure website. The report will address the criteria referred to above.

A principal moderator's report will be provided for each series.

7 AWARDING AND REPORTING

Awarding and reporting of results in WJEC Language Pathway qualifications will take place in March and August each year.

A **Qualification Certificate**, issued at a later date, will confirm the title, level and size (i.e. Award, Certificate or Diploma) of qualification(s) achieved.

8 ACCESS AND SPECIAL CONSIDERATION

This specification has been designed to offer fair access for all and to minimise the need to make reasonable adjustments for learners who have particular requirements. It is expected that, normally, individual learners' abilities, interests and needs will be appropriately catered for by centres through:

- the choice of units and qualifications available
- the potential for personalisation of an assessment

If there are any queries about the use of this flexibility inherent in the specification to meet learners' needs, or about the use of reasonable adjustments, centres should contact WJEC.

Exceptionally, if a centre wishes to request that a learner receives special consideration; procedures will follow those outlined in Section E of the JCQ publication, *Access Arrangements, Reasonable Adjustments and Special Consideration*.

9 POST-RESULTS SERVICE

If a centre wishes to query the outcome of the moderation process, this must be done formally by the head of the centre notifying WJEC within 21 days of the publication of results.

The sample of work submitted for moderation will be reviewed by a moderator not involved in the original process, and the centre informed of the outcome.

Should the centre not be satisfied with the outcome of the review, there is provision for an appeal to WJEC.

Appendix – Glossary

Definitions and Differentiators

Respond appropriately – the oral or written response must make sense in relation to the stimulus, taking into account the situation and context. Appropriateness relates to correct register (i.e. formal or informal) and cultural mores. Differentiation occurs by the length and detail of the response and the increased evidence of non-verbal and cultural knowledge and the ability to respond to a wider range of prompts.

Adapt – the candidate can identify appropriate sentences or questions and replace with alternative lexical items to create phrases to fit the context, e.g. in its simplest form, “I like coffee” could be adapted to “I like tea”.

Set phrases – these are short phrases or idioms which can stand-alone and which the learner learns as a block of communication, not necessarily understanding the full grammatical structure or underpinning, e.g. “s’il vous plait” means “please” in French.

Identify – recognise, distinguish and establish what something is, e.g. the key messages from a piece of communication. Differentiation relates to the amount of specific detail provided.

Understand – learners will demonstrate their competence by applying their knowledge of grammar and vocabulary to decipher written texts and oral communication and, as a result, be able to make an appropriate response. Understanding relates to their ability to be able to analyse the communication. Differentiation occurs by increasing the amount of detail extracted and level of complexity of the communication.