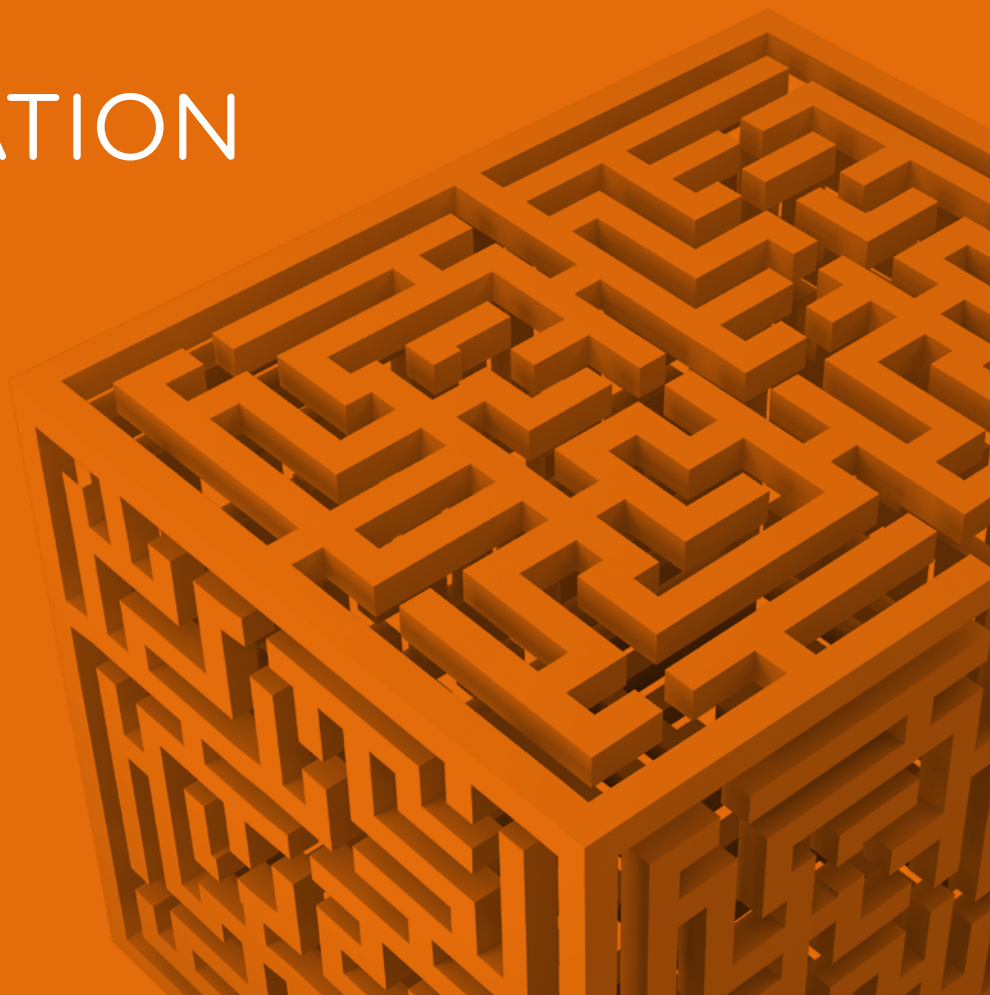
PATHWAYS

WJEC Work Welsh / Cymraeg Gwaith Qualification

DESIGNATED BY QUALIFICATIONS WALES

SPECIFICATION

Teaching from 2019



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 quality assured 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

Pathway qualifications are available in the following subjects:

- Additional English
- Creative, Media and Performing Arts
- French
- German
- Healthy Living and Fitness
- Humanities
- ICT
- Independent Living
- Italian
- Japanese
- Mandarin
- Maths
- Personal and Social Development
- Personal Progress
- Preparation for Work
- Spanish
- Work Welsh/Cymraeg Gwaith

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

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1 Introduction

1.1 Qualification titles and codes

This specification covers the following qualifications:

Route A Speaking:

P90CCA	WJEC Entry Level Pathway Award in Work Welsh/Cymraeg Gwaith(Entry 3)
P911CA	WJEC Level 1 Pathway Award in Work Welsh/Cymraeg Gwaith
P922CA	WJEC Level 2 Pathway Award Work Welsh/Cymraeg Gwaith
P933CA	WJEC Level 3 Pathway Award Work Welsh/Cymraeg Gwaith

Route B writing:

P91CCA	WJEC Entry Level Pathway Award in Work Welsh/Cymraeg Gwaith(Entry 3)
P951CA	WJEC Level 1 Pathway Award in Work Welsh/Cymraeg Gwaith
P952CA	WJEC Level 2 Pathway Award Work Welsh/Cymraeg Gwaith
P953CA	WJEC Level 3 Pathway Award Work Welsh/Cymraeg Gwaith

The Qualifications Wales Designation Numbers (listed on QiW) are:
WJEC Entry Level Pathway Award in Work Welsh/Cymraeg Gwaith (Entry 3): C00/3963/5
WJEC Level 1 Pathway Award in Work Welsh/Cymraeg Gwaith: C00/3963/6
WJEC Level 2 Pathway Award Work Welsh/Cymraeg Gwaith: C00/3963/7
WJEC Level 3 Pathway Award Work Welsh/Cymraeg Gwaith: C00/3963/8.

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1.2 Qualification structure

The Work Welsh/Cymraeg Gwaith Awards are made up of four units:

1. speaking Welsh in the workplace
2. listening and writing
3. reading and writing
4. writing for a purpose.

There are two routes for the qualification which will be endorsed on the qualification certificate:

Route A Speaking Units 1, 2 and 3 (speaking Welsh in the workplace, listening and writing and reading and writing)

or

Route B Writing Units 2,3 and 4 (listening and writing, reading and writing and writing for purpose)

The flexibility of the two routes allows centres and learners to select the most appropriate units based on the learners own needs and the opportunities for the learners to meet the assessment criteria.

Entry Pathway Award in Work Welsh Routes A & B (Entry 3)			
Unit number	Unit title	GLH	Credits
1	Speaking Welsh in the Workplace (Entry 3)	20	2
2	Listening and Writing (Entry 3)	20	2
3	Reading and Writing (Entry 3)	20	2
4	Writing for a purpose (Entry 3)	20	2

Level 1 Pathway Award in Work Welsh Routes A & B			
Unit number	Unit title	GLH	Credits
1	Speaking Welsh in the Workplace (Level 1)	20	2
2	Listening and Writing (Level 1)	20	2
3	Reading and Writing (Level 1)	20	2
4	Writing for a purpose (Level 1)	20	2

Level 2 Pathway Award in Work Welsh Routes A & B			
Unit number	Unit title	GLH	Credits
1	Speaking Welsh in the Workplace (Level 2)	20	2
2	Listening and Writing (Level 2)	20	2
3	Reading and Writing (Level 2)	20	2
4	Writing for a purpose (Level 2)	20	2

Level 3 Pathway Award in Work Welsh Routes A & B			
Unit number	Unit title	GLH	Credits
1	Speaking Welsh in the Workplace (Level 3)	20	2
2	Listening and Writing (Level 3)	20	2
3	Reading and Writing (Level 3)	20	2
4	Writing for a purpose (Level 3)	20	2

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1.3 Guided Learning Hours (GLH), Credit and Total Qualification Time (TQT)

Guided Learning Hours (GLH) gives an indication of the amount of supervised learning and assessment required to deliver the unit and can be used for planning purposes. Guided learning includes teaching and supervised assessment activities and is provided for each individual unit.

Credit values provide an estimate of the total time taken by learners, on average, to complete the learning outcomes of the unit to the standard determined by the assessment criteria. One credit is the equivalent to a total of 10 hours of learning.

Total Qualification Time (TQT) represents an estimate of the total amount of time that can reasonably be expected to be required in order for a learner to achieve and demonstrate achievement of the qualification. The Total Qualification Time assigned to the qualifications is as follows:

WJEC Entry Level Pathway Award in Work Welsh/Cymraeg Gwaith (Routes A & B) (Entry 3)	60 hours
WJEC Level 1 Pathway Award in Work Welsh/Cymraeg Gwaith (Routes A & B)	60 hours
WJEC Level 2 Pathway Award in Work Welsh/Cymraeg Gwaith (Routes A & B)	60 hours
WJC Level 3 Pathway Award in Work Welsh/Cymraeg Gwaith (Routes A & B)	60 hours

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1.4 About WJEC Work Welsh/Cymraeg Gwaith

Employers in many vocational areas consider the ability to use the Welsh language in the workplace as a valuable additional skill in a variety of jobs, especially when communicating with customers and members of the public.

The Work Welsh/Cymraeg Gwaith qualifications provide experiences which give learners an opportunity to reach their full potential in Welsh regardless of their skill on entering the course. The qualifications ensure that learners are aware of the use made of Welsh in the workplace, especially when providing a service to the customer.

Learners' skills are developed to use Welsh for a real purpose in customer service. By completing a Work Welsh/Cymraeg Gwaith qualification, learners will:

- develop their confidence in using Welsh with customers in their day-to-day work
- be able to communicate orally and understand spoken Welsh
- be able to respond to a variety of reading materials
- develop the ability to communicate in writing on paper and also by using information technology and social media.

The qualifications are suitable for learners who:

- have followed Welsh First Language and Welsh Second Language courses in secondary school
- are following a wide-range of courses in further education colleges and schools as well as apprenticeship programmes
- need to develop Welsh communication skills in the workplace.

Achievement of a Work Welsh/Cymraeg Gwaith qualification provides formal recognition and certification of an individual's use of Welsh in a vocational context.

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2 Units

Unit structure

Unit title	Summarises the content of the unit in a concise manner.
Aim:	Provides a brief and clear summary of the unit. It can also indicate the applied purpose of the unit.
Credit value	Identifies the credit value of the unit. 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 (GLH)	Identifies the recommended guided learning hours required for delivery and assessment of the unit. Guided learning time represents only those hours in which a tutor is present and contributing to the learning process. In some organisations this is known as 'contact time'. This time includes lectures, supervised practical periods and supervised study time.
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	Specifies the standard a learner is expected to meet to demonstrate that the learning outcomes of that unit have been achieved.
Assessment	Sets out the assessment requirements for the unit and provides guidance to support assessment.
Example tasks	Provides examples of tasks which can be used by the centre to support assessment.

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2.1 UNIT 1: SPEAKING WELSH IN THE WORKPLACE

ENTRY LEVEL 3

Title	Speaking Welsh in the Workplace
Level	Entry 3
Credit Value	2
Unit Aim	The aim of this unit is to enable the candidates to interact with the customer and provide a service by speaking simple and coherent Welsh in familiar customer service situations.

Learning Outcomes	Assessment Criteria
The candidates will be able to: **LO1** Provide information to customers in spoken Welsh and understand simple requests from customers in a familiar situation	The learning outcome assessment will require candidates to show their ability to: **AC1.1** Greet the customer appropriately using suitable vocabulary and simple sentences in Welsh **AC1.2** Provide basic information fairly accurately by using familiar language patterns coherently when answering basic questions from the customer
LO2 Form and use simple Welsh questions in order to identify customer needs	**AC2.1** Question the customer using simple Welsh to confirm they have understood and received the information they needed **AC2.2** Bring a conversation to an end in a simple and appropriate manner, explaining what they will be doing next

ASSESSMENT

The candidates will need to have a conversation with the customer and provide information and interact appropriately with the customer.

Duration of task: 3-5 minutes.

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EXAMPLES OF TASKS

Car Maintenance

1. Mrs Evans' car has passed its MOT test. You hold a telephone conversation to tell her the car has passed and is ready to be collected. You will:
   - Greet the customer in Welsh in an appropriate manner
   - Share information about the car
   - Inform her of the cost
   - Ask when she will be coming to collect the car
   - Bring the conversation to an end in an appropriate manner.

2. A customer approaches you in the garage asking for assistance on how to use the tyre pressure machine. You will listen to the customer's request and give instructions accordingly. You will:
   - Greet the customer in Welsh in an appropriate manner
   - Listen to the customer's request
   - Give instructions slowly and coherently
   - End the task in an appropriate manner.

3. Mr Thomas brought his car into your garage for a thorough clean. He is concerned that he has lost his bank card. Whilst cleaning the car, you find the card has slipped between the front seats.

   Prepare a script and record the conversation in role play form, to demonstrate how you would call Mr Thomas to let him know his card has been found.

   You will:
   - Greet the customer correctly
   - Explain who you are correctly
   - Convey your message in a clear and concise manner
   - Give the customer an opportunity to respond
   - Inform the customer of what you will be doing next
   - Bring the conversation to an end in a correct and respectful manner.

Further examples are available in the Assessment pack and Guidance for Teaching on the WJEC website www.wjec.co.uk

RECORDING

The assessment will be recorded on an appropriate form by declaring that each Assessment Criteria has been successfully completed. To complete the unit and achieve credit all assessment criteria must be met.

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LEVEL 1

Title	Speaking Welsh in the Workplace
Level	Level 1
Credit Value	2
Unit Aim	The aim of this unit is to enable the candidates to interact with the customer and provide a service by using standard Welsh when providing and receiving information in familiar customer service situations.

Learning Outcomes	Assessment Criteria
The candidates will be able to: **LO1** Provide information to customers orally in a familiar situation, consistently using relevant Welsh vocabulary and phrases correctly	The learning outcome assessment will require candidates to show their ability to: **AC1.1** Greet the customer appropriately by using a range of suitable Welsh vocabulary and sentences **AC1.2** Use language patterns correctly when providing information to customers in Welsh
LO2 Form and use a variety of relevant and standard Welsh questions when responding to a customer's request	**AC2.1** Respond to and identify customer needs **AC2.2** Use 'chi' as a sign of respect towards the customer when forming appropriate questions in order to identify their needs **AC2.3** Use specialist terminology/phrases in a correct and clear manner
LO3 Respond to customer needs or requests in Welsh in an appropriate manner	**AC3.1** Respond to customer needs, showing a good grasp of syntax **AC3.2** Offer an opinion on the service or customer needs in a simple and coherent manner **AC3.3** Use language patterns in a correct and coherent manner when responding to customer enquiries
LO4 Use a range of appropriate terminology/phrases in the context of customer service in Welsh	**AC4.1** Pronounce the terminology in a coherent and clear manner **AC4.2** Bring the conversation to an end in an appropriate manner, explaining what they will be doing next

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ASSESSMENT

The candidates will need to have a conversation with the customer and provide and receive information.

Duration of task: up to 6 minutes. *Approximately 10 specialist terms/phrases relevant to the vocational field should be used.*

EXAMPLES OF TASKS

Childcare

1. 'Healthy eating' is the theme for the term. You would like the children to bring three types of fruit of a different colour to class on Friday. Due to one child being absent, you call the parent to explain what is needed. You will:
   - Greet the parent in a correct manner
   - Provide information in a coherent manner
   - Listen to the parent's response
   - Bring the conversation to an end in an appropriate manner.

2. You will need to write a note for your manager, in the form of a telephone message, to inform him/her that you have called the parent and what he/she had to say. You will:
   - Note when, who and the time
   - Note who the message is for
   - Record why you called
   - Note the conclusion of the conversation.

3. Holding a conversation on the telephone.

   The mother of one of the children calls to say her child will not be in school on Friday since he has an appointment at the hospital. You will:
   - Hold the conversation in an appropriate manner
   - Tell the mother what you will be doing next
   - Write a telephone message for your manager to inform her.

4. You are holding an 'auction of promises' in the nursery school to raise funds to buy new equipment for outdoor play. You will need to phone a Garden Centre (or a business of your choice) to ask them to support the evening on behalf of the children. You will:
   - Create a conversation in script form and record it
   - Greet the person on behalf of the school
   - Share information about the evening
   - Note what the person has to say
   - Bring the conversation to an end in an appropriate manner.

RECORDING

The assessment will be recorded on an appropriate form by declaring that each Assessment Criteria has been successfully completed. To complete the unit and achieve credit all assessment criteria must be met.

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LEVEL 2

Title	Speaking Welsh in the Workplace
Level	Level 2
Credit Value	2
Unit Aim	The aim of this unit is to enable the candidates to provide information and interact orally with the customer in a confident manner in familiar customer service situations.

Learning Outcomes	Assessment Criteria
The candidates will be able to: **LO1** Provide information orally to customers in familiar situations using standard Welsh phrases clearly and correctly	The learning outcome assessment will require candidates to show their ability to: **AC1.1** Respond to the needs of customers by greeting them and extending the discussion using a range of vocabulary and a good variety of sentences in Welsh, varying the verb as required **AC1.2** Give a detailed description of the service available to customers, demonstrating a very firm grasp of syntax **AC1.3** Interact with the customer in a coherent manner, using clear expression
LO2 Understand and respond orally and confidently to a question, request or enquiry by a customer in Welsh, in a familiar situation or on a work placement	**AC2.1** Give a detailed response to the customer needs by demonstrating a very firm grasp of syntax and sentences in Welsh, varying the verb with ease as required **AC2.2** Question the customers thoroughly and for a purpose in Welsh in order to decide which questions can be used appropriately to respond to a special request or enquiry **AC2.3** Offer advice and sound judgement in response to a question or request by the customer in Welsh

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Learning Outcomes	Assessment Criteria
LO3 Form and use a wide range of questions in Welsh when responding to a request or enquiry by a customer, using a wide range of relevant vocabulary and voice your opinion effectively	**AC3.1** Interact with the customer in a coherent manner and give an oral summary of the customer's main comments in a confident manner **AC3.2** Pronounce the specialist terms and/or phrases perfectly clear **AC3.3** Bring the conversation to an end in an appropriate and respectful manner, explaining what they will be doing next

ASSESSMENT

The candidates will need to have a conversation with the customer to provide and receive information.

Duration of task: up to 8 minutes
At least 20 specialist terms/phrases relevant to the vocational field should be used.

EXAMPLES OF TASKS

You work in a hairdressing salon.

(i) Find out what the customer needs
(ii) Describe what is available by using images
(iii) Give the customer appropriate advice.

Further examples are available in the Supporting Material, Teacher Guidelines and the language Sheet on the WJEC website.

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LEVEL 3

Title	Speaking Welsh in the Workplace
Level	Level 3
Credit Value	2
Unit Aim	The aim of this unit is to enable the candidates to provide information and interact with the customer, using refined Welsh when providing a service in familiar and unfamiliar situations.

Learning Outcomes	Assessment Criteria
The candidates will be able to: **LO1** Provide oral information to customers in familiar and unfamiliar situations, using refined Welsh	The learning outcome assessment will require the candidates to show their ability to: **AC1.1** Provide full information about the services available to customers in refined Welsh **AC1.2** Give customers a thorough and detailed explanation of the services available to them using refined Welsh and a wide range of phrases and syntax **AC1.3** Interpret the customers' needs thoroughly and in detail using an extensive vocabulary with confidence and a variety of language patterns, varying the verb correctly and with ease
LO2 Form and use many challenging questions, using refined Welsh to interact with customers	**AC2.1** Question the customers thoroughly and in detail in refined Welsh, developing the discussion and ascertaining the customer's point of view before considering how to develop the discussion **AC2.2** Give a detailed response to a wide range of questions in refined Welsh, giving accurate and coherent consideration to other viewpoints **AC2.3** Communicate complicated arguments and ideas clearly and lucidly when responding to questions, using a wide variety of phrases and sentences

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Learning Outcomes	Assessment Criteria
LO3 Understand and analyse a request when receiving information from customers in Welsh and respond to customer needs in a refined and complete manner in familiar and unfamiliar situations	**AC3.1** Collate information from the customer and give an oral summary of the customer's comments in refined Welsh **AC3.2** Give a detailed and mature response to customer needs using a wide variety of phrases and sentences **AC3.3** Communicate ideas and be able to voice an opinion clearly and definitively using a wide variety of phrases and sentences **AC3.4** Bring the conversation to an end in an appropriate manner, detailing what they will be doing next
LO4 Use a wide range of specialist terms and phrases in a refined and complete manner	**AC4.1** Hold a conversation with the customers using a wide range of terms and/or phrases within their field of expertise in a refined manner **AC4.2** Pronounce the terms with ease

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ASSESSMENT

The candidates will need to have a conversation with the customer and provide and receive information.

Duration of task: 10-15 minutes. *At least 30 specialist terms/phrases relevant to the vocational field should be used.*

EXAMPLES OF TASKS

A task designed specifically to provide information.

1. You work in a hairdressing salon*. The customer is unhappy with the service and the condition of her hair.
   Ask what products have been used in the past. Give the customer advice on how to improve the condition of her hair.

   *You may vary the work setting

2. You work in a Holiday Company office. A customer asks you for advice on where she could go on an overseas holiday with her family, with one member having special needs.
   Ask her where she would like to go, how many people (adults/children) will be going, when, type of holiday, approximately how much does she want to spend on a holiday. Offer some options – you may use examples from some of the main tour operator brochures, e.g. *TUI, Thomas Cook, Virgin, Kuoni*. Emphasise that it must be the customer's decision in the end.

3. This task is made up of three parts (parts 2 and 3 can be used as evidence that task 1 has been completed).

Introduction:
You have been working in a centre for homeless people as part of your work experience in college. The service provided in the centre has had a profound effect on you and you have decided to raise money towards the centre with the help of your fellow students/pupils.

June Phillips, the centre manager, said they are trying to raise funds to buy a vegetable prep machine since more and more people are coming to the centre to seek refuge and food and this kind of machine would help the staff to prepare more meals.

You will:

Part 1

1. Give a presentation to your fellow students describing the centre and the work done there. You describe thoroughly what you would like to do and the kind of support you need from the group/class in order to raise funds for the centre.

2. You ask thorough questions in order to collect ideas on how to raise the funds. You listen to the rest of the group's ideas and express a firm opinion on their suggestions.

3. You have decided that you and volunteers from the group will have a sponsored night of sleeping rough on the college/school campus. Your tutor also volunteers.

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4. You reach a final decision and explain what you will be doing next, e.g. contacting the headteacher, health and safety regulations etc.

5. You thank everyone for their cooperation.

Part 2

1. You design a poster/message to be placed on the college/school social pages providing information about the night of rough sleeping, who you will be raising funds for, date, location etc and how to sponsor the volunteers.

Part 3

1. The rough sleeping night has been a success and lots of fun. You send a letter/e-mail to the headteacher describing the evening, how much money you expect to raise and thank the college/school for all their support which led to the success of the rough sleeping event.

Further examples are available in the Assessment pack and Guidance for Teaching on the WJEC website www.wjec.co.uk

RECORDING

The assessment will be recorded on an appropriate form by declaring that each Assessment Criteria has been successfully completed. To complete the unit and achieve credit all assessment criteria must be met.

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2.2 UNIT 2: LISTENING AND WRITING

ENTRY LEVEL 3

Title	Listening and Writing
Level	Entry 3
Credit Value	2
Unit Aim	The aim of this unit is to enable the candidates to listen to a message/information received over the phone or in a face to face situation at reception relating to customer service, record the information correctly and present the message in written form to another person using simple Welsh.

Learning Outcomes	Assessment Criteria
The candidates will be able to: **LO1** Listen to and understand a simple message in Welsh and select the relevant facts correctly **LO2** Record the relevant facts to be relayed to another person **LO3** Present the message in written form to another person in Welsh	The learning outcome assessment will require candidates to show their ability to: **AC1** Record the relevant information received orally in a correct manner in Welsh on the appropriate form **AC 2** Produce a written message in simple, clear and correct Welsh to be presented to another person, demonstrating a grasp of some language and grammar elements

ASSESSMENT

Tasks: 2 tasks (approximately 50 words each)

The candidates will need to record information from a telephone message or a face to face conversation on an appropriate form and then create a written message to present the information to another person.

EXAMPLES OF TASKS

Tasks specific to Listening and Writing Welsh for the purpose of serving a customer.

Further examples are available in the Supporting Material, Teacher Guidelines and the language Sheet on the WJEC website.

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Task 1

Carys Griffiths, one of the night shift workers at Abernant Nursing Home calls to say she is feeling unwell. She will not be coming in to work this evening. She has a headache and a high temperature. She hopes to be better by tomorrow evening. She asks you to pass the message on to the Home manager.

You receive a telephone message to be given to the manager when she returns to the office.

Here is the telephone call script.

(a) Listen carefully:

You: Cartref Nyrsio Abernant. Manon yn siarad. Sut alla eich helpu chi?

Carys: Carys sy' 'ma. Ydy'r Metron i mewn?

You: Carys, sut wyt ti? Na, dydy Metron ddim yma rwan. Alla i helpu?

Carys: Dwi ddim yn teimlo'n dda o gwbl. Dwi ddim yn dod i'r gwaith heno. Mae gen i gur pen ofnadwy a gwres uchel. Dwi'n mynd yn ôl i'r gwely. Wyt ti'n fodlon rhoi neges i Metron? Rhag ofn bydd hi eisiau cysylltu, fy rhif ffon symudol ydy 022746533281.

You: Dim problem. Gobeithio byddi di'n well yn fuan.

Carys: Erbyn nos yfory, gobeithio. Diolch.

You: Hwyl.

(b) Record the main facts on the appropriate form.

FFURFLEN NEGES FFÔN

Neges i .....…

Oddi wrth: (enw'r person ac enw'r cwmni) .....

Rhif ffôn y person sy wedi ffonio:

…….……

Dyddiad ac Amser:
…….……

Neges:
…….……

…….……

Llofnod (y person sy wedi derbyn y neges): ……

Dyddiad: ……..

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Task 2

Simon answers the phone in the hotel. John Owen, the carpenter, calls to say he will be coming to fix new shelves in the storeroom on Friday at 8 o'clock. Dylan Glyn, the manager, is not at work, therefore Simon completes the telephone message form below to let him know.

Telephone Message Form



I:_____

Gan: _____

Neges :_____
_____
_____
_____

Arwyddo: _____

Dyddiad: _____

(a) Send the message to your manager in an e-mail.

Task 3

You work in (a) …… A customer has left a message on the answer machine. He wishes to rearrange an appointment with the manager from Wednesday morning, May 5 at 9.30am to Tuesday morning, 11 May at 9.30am.

(a) Listen to the message and record the information on the appropriate form. You should ensure that details such as the name of the caller, the telephone number, and the main facts of the message have been recorded correctly.

(b) Send an e-mail to your manager, remembering to include the details of the message left on the answer machine.

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Example of a script

(i) Message on an answer machine:

Helo 'na. Richard Gray sy'n siarad. Dwi'n byw yn 47 Bryn Melyn, Abernant.

Roeddwn wedi trefnu apwyntiad gyda Rhys Puw, y rheolwr cyffredinol, dydd Mercher, Mai 5am 9.30 o'r gloch.

Yn anffodus alla i ddim dod yna i gyfarfod â Richard Puw Mae gen i apwyntiad yn yr ysbyty ar y diwrnod yna. Hoffwn i ail-drefnu apwyntiad. Fyddai hi'n bosibl i weld Mr Puw ar ddiwrnod arall sy'n gyfleus? Ydy bore Mawrth, Mai 11, am 9.30 o'r gloch yn gyfleus?

Gobeithio bydd Mr Puw yn cael y neges ac yn gallu rhoi gwybod pryd fyddai'n bosibl i gael apwyntiad arall.

Fy rhif ffôn gartref yw 01448 568679 neu ffôn symudol 02776908661.

Script (Field: ***Engineering***)

You work for Jones and Davies Engineering Company. You receive a telephone call one morning.

You: *Bore da. Cwmni Jones a Davies. Geraint yn siarad. Sut alla i helpu?*

Customer: *Michael Walters ydw i. Dwi eisiau gwybod ydy eich cwmni yn gwneud giatiau a ffensys. Hoffwn i gael giat a ffens newydd o flaen ein tŷ ni yn Abernant. Dim byd ffansi na rhy gostus!*

You: *Mae'r cwmni yn gwneud giatiau a ffensys metel/haearn o bob math. Mae gyda ni daflenni gwybodaeth ac mae llawer o wybodaeth ar y wefan.*

Cwsmer: *Ydy Haydn Davies, y rheolwr, yn y swyddfa bore 'ma?*

Chi: *Na, ddim ar hyn o bryd. Bydd e nôl erbyn amser cinio. Galla i roi eich manylion iddo a gofyn iddo eich ffonio yn ystod prynhawn heddiw.*

Cwsmer: *Ardderchog. Fy rhif ffôn ydy 022129 987424. Gobeithio bydda i'n gallu cael sgwrs gyda Mr Davies heddiw.*

Chi: *Diolch am eich galwad ffôn.*

Script (Field: ***Construction***)

You work for *Harris and Powell* construction company. You receive a telephone call from a customer.

Here is the conversation between you and the customer.

You: *Bore da, sut alla i'ch helpu chi?*

Customer: *Oes un o'r partneriaid yn y swyddfa ar hyn o bryd, os gwelwch yn dda?*

You: *Nag oes. Dim ar hyn o bryd. Byddan nhw yn ôl ddiwedd y prynhawn. Ga i gymryd neges?*

Customer: *Rydyn ni'n meddwl codi estyniad i'n tŷ ni yn y gwanwyn. Rydyn ni eisiau adeiladwr lleol i wneud y gwaith i ni. Hoffwn i siarad gydag un o'r partneriaid yn Harris a Powell am hynny.*

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You: *Ga i roi neges iddyn nhw. Beth ydy'ch enw a'ch cyfeiriad, os gwelwch yn dda?*

Customer: *Watcyn Price, 17 Bryn Amlwg, Abernant.*

You: *A'ch rhif ffôn?*

Customer: *Ffôn cartref 01229 445544; symudol 07892 667441.*

You: *Diolch. Wna i roi'r wybodaeth i Mr Harris prynhawn ma.*

Customer: *Edrych ymalen i gael sgwrs gyda Mr Harris. Diolch.*

You: *Diolch am eich galwad.*

Further examples are available in the Assessment pack and Guidance for Teaching on the WJEC website www.wjec.co.uk

RECORDING

The assessment will be recorded on the appropriate form by declaring that each Assessment Criteria has been successfully completed. To complete the unit and achieve credit all assessment criteria must be met.

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LEVEL 1

Title	Listening and Writing
Level	Level 1
Credit Value	2
Unit Aim	The aim of this unit is to enable the candidates to listen to a message/information received over the phone or in a face to face situation at reception relating to customer service, record the information correctly and present the message to another person in standard Welsh.

Learning Outcomes	Assessment Criteria
The candidates will be able to: **LO1** Listen to and understand a simple message in Welsh and select the relevant facts correctly **LO2** Record the relevant facts to be relayed to another person **LO3** Present the message in written form to another person in Welsh	The outcome assessment will require candidates to show their ability to: **AC1** Record the relevant information correctly in Welsh on the appropriate form **AC2** Produce a written message in standard and clear Welsh to be presented to another person using sentences and/or instructions and demonstrate a grasp of some grammar and syntax elements

ASSESSMENT

2 tasks (approximately 50 words each).

The candidates will need to record information from a telephone message or a face to face conversation on an appropriate form and then create a written message to present the information to another person.

EXAMPLES OF TASKS

Task 1

You work on reception at a building materials company and you need to take a message from a customer for the Kitchen Retail Department manager. (e.g. Mrs Enid Featherstone comes in saying she has decided to order a new kitchen from your company catalogue after all. Note the details on the appropriate form.)

Task 2

You work in *Migl-di-Magldi* crèche. A child's mother calls the crèche one morning.

You answer the phone.

(i) Record the information on the appropriate form.
(ii) Form an e-mail for the crèche manager, giving the details you have recorded. You should write in sentences.

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Script

Here is the telephone conversation between you and the child's mother:

Mother: *Bore da. Miriam Green, mam Gwenno Haf, sy'n siarad.*

You: *Helo 'na. Sut alla i helpu?*

Mother: *Dydy Gwenno ddim yn dod i'r feithrinfa bore 'ma. Dydy hi ddim wedi cysgu llawer drwy'r nos. Mae ganddi gur pen a gwres uchel. Dwi'n mynd â hi i weld Doctor Huws am 11 o'r gloch.*

You: *Y peth bach! Gobeithio dydy e ddim byd difrifol iawn.*

Mother: *Fyddech chi fodlon rhoi'r neges i Mrs Arnold, os gwelwch yn dda. Hefyd, dywedwch y bydd John y gŵr, yn hapus i ddod draw i'r Feithrinfa dydd Iau nesaf tua 2.30pm i dynnu lluniau o'r plant a'r staff ar gyfer Yr Herald. Fydd e ddim eisiau tâl. Bydd y Feithrinfa yn gallu gwerthu'r lluniau i'r rhieni.*

You: *Siwr o wneud. Diolch am ffonio.*

Meithrinfa Migl-di-Magl-di

Ffurflen Neges Ffôn

Neges gan: ……

I: ……... Dyddiad ac Amser: ……..….

Neges: ……..…

……

……....

……

Llofnod (y person sy'n ateb y ffôn):……

Further examples are available in the Assessment pack and Guidance for Teaching on the WJEC website www.wjec.co.uk

RECORDING

The assessment will be recorded on the appropriate form by declaring that each Assessment Criteria has been successfully completed. To complete the unit and achieve credit all assessment criteria must be met.

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LEVEL 2

Title	Listening and Writing
Level	Level 2
Credit Value	2
Unit Aim	The aim of this unit is to enable the candidates to listen carefully to information relating to customer service, received over the phone or in a face to face situation, record the information and present it in written form to another person in standard Welsh.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The candidates will be able to: **LO1** Listen to and understand a complex message which includes a range of information and opinions on matters relating to customer service/vocational field **LO2** Select the main facts and voiced opinion correctly **LO3** Present the message correctly and clearly using standard Welsh	The learning outcome assessment will require candidates to show their ability to: **AC1** Listen, understand and record the information correctly and clearly in standard Welsh, demonstrating a good grasp of grammar and syntax **AC2** Present the information which includes a variety of facts and opinion in written Welsh in a manner which assists the customer and demonstrates a very good grasp of grammar and syntax

ASSESSMENT

Tasks: 3 written tasks – total of 200 words.

The candidates will need to listen to a message over the phone or face to face, record the information and present the information to another person in written form.

EXAMPLES OF TASKS

Tasks specific to Listening and Writing Welsh for the purpose of serving a customer.

Task 1

You receive a telephone call from Mr Henry Rees from *Office Furniture* company. Mr Rees is keen to visit your manager in the near future. He has told you about the special offers and reasonable prices available at the moment.

Tell your manager that you have invited the caller, Mr Henry Rees, to visit your workplace on Friday, 23 May at 11.00am, since the 11.00-11.45am slot was empty in the diary. Tell him also that you have asked Mr Rees to send some information beforehand.

(i) Record the information from the telephone message and the arrangements made on the appropriate form.

(ii) Write an e-mail to your manager noting the information and arrangements you have made for the meeting between your manager and Mr Rees.

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Task 2

You work in a nursing home. Mrs Jasmin Jones comes to reception asking to speak to your manager. Your manager is not available to speak to her at that time. Therefore, the visitor asks you to give her a message, and emphasises that your manager should contact her before the end of the day.

(i) Record the message you received from the visitor carefully on the appropriate form. You may note whether the visitor sounded angry/worried.

(ii) Send the message to your manager in an e-mail.

Cartref Nyrsio Bryn Awel

Ffurflen Cofnodi Neges

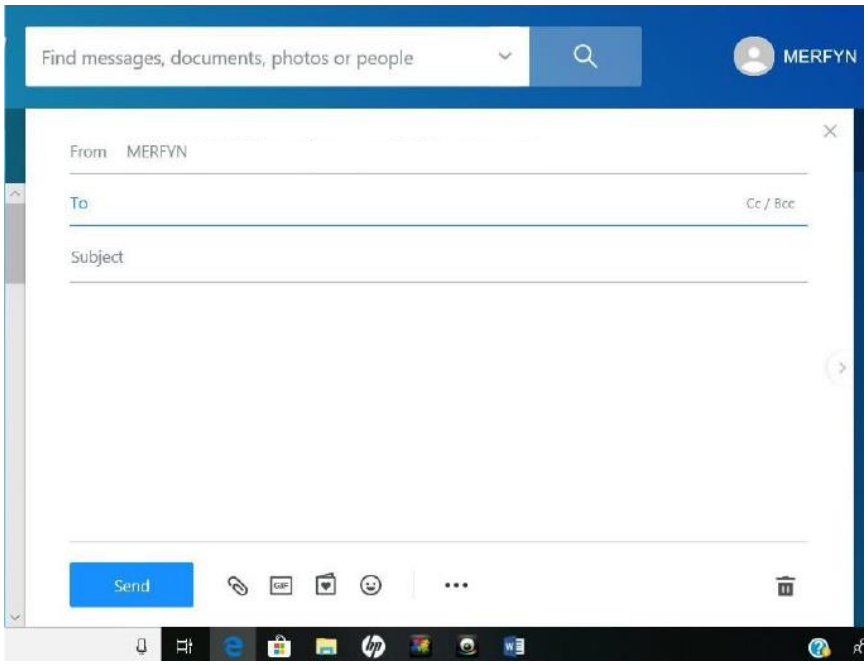
Enw'r person sy wedi galw a'r cyfeiriad:.....

.....

Neges: .....

.....

.....



Example of an e-mail page:

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Task 3

You have been listening to a talk about healthy eating in the College hall. Terry Prytherch was the speaker, from the local health Council. Write notes on the main aspects of the talk to be presented to your group.

Script

Bwyta'n Iach

Mae'n bleser cael bod yma gyda chi pnawn 'ma ac i gael dweud ychydig am bwnc rwy'n ei ystyried yn bwysig iawn, sef BWYTA'N IACH. Roedd hwn yn bwnc oedd yn cael ei bwysleisio yn y gyfres deledu FFIT CYMRU yn ddiweddar.

Dydw i ddim am daflu ystadegau atoch am ordewdra ac yn y blaen. Dim ond cynnig ychydig o awgrymiadau fel hyn:

1. Un o'r pethau pwysica ydy cael digon o gwsg. Mae ymchwil yn dangos bod diffyg cwsg yn cynyddu'r hormonau yn ein corff sy'n gwneud i ni eisiau bwyta mwy.

2. Peidiwch â gorfwyta! Does dim o'i le ar gael ychydig o siocled o bryd i'w gilydd, cyhyd â'ch bod ddim yn bwyta bocs o '*Celebrations*' i gyd eich hun!

3. Triwch fwyta pump gwahanol math o ffrwythau a llysiau bob dydd. Cofiwch, gallwch gynnwys ffrwythau a llysiau ffres, sych, wedi'u rhewi neu mewn tun. Ac mae sudd oren yn cyfri fel un hefyd. Dyw tatws ddim yn cyfrif!

4. Peidiwch â bwyta rhwng prydau, a gwnewch yn siŵr eich bod yn bwyta brecwast. Er mor boenus yw hi i wybod bod eich mam-gu yn iawn, does dim yn well i chi na brecwast.

5. Gwnewch ddewisiadau bychain fydd yn newid eich byd. Yn lle hufen ar eich teisen/tarten afalau, dewiswch iogwrt, a cheisiwch fwyta brechdan heb fenyn.

6. Amser cinio, mae'n anodd i lawer beidio dewis sglodion. Beth am ddewis taten bob neu basta a chadw sglods ar gyfer un diwrnod arbennig yn yr wythnos. Fe fyddwch chi'n eu mwynhau nhw gymaint yn fwy hefyd.

7. Gwnewch yn siŵr eich bod yn gwrando ar eich corff. Weithiau, mae'n bosibl meddwl eich bod eisiau bwyd, ond efallai mai syched sydd arnoch mewn gwirionedd. Yfwch wydraid neu ddau o ddŵr a gwrandewch ar eich corff eto mewn 10 munud. Os ydych yn dal eisiau bwyd ar ôl hynny, digon teg.

8. Cofiwch fwyta amrywiaeth eang o fwydydd a bod yn barod i roi cynnig ar bethau newydd.

9. Un newid bach sy'n werth ei wneud meddai rhai arbenigwyr ydy newid olew llysieuol am olew'r olewydd. Llawer iachach, ac yn dda i'ch croen!

10. Cofiwch nad yw bwyta'n iach ar ei ben ei hun yn eich gwneud yn berson iach. Mae angen ymarfer y corff hefyd. Nid rhedeg marathon efallai, ond beth am ddechrau trwy gerdded am 20 munud dair gwaith yr wythnos. Gorau po fwyaf o symud wnewch chi.

A dyna ni. Gobeithio bod o leiaf un neu ddau awgrym fel 'na yn mynd i fod o help i chi.

Example of form to record notes/main points from the talk

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Lleoliad: ……

Pwy oedd yn trefnu'r cyfarfod (os yn berthnasol): ……..……

Enw'r siaradwr: ……..

Teitl/Pwnc y sgwrs: ……

Nodiadau: (Gallwch gyflwyno'r prif bwyntiau gan ddefnyddio pwyntiau bwled).

Further examples are available in the Assessment pack and Guidance for Teaching on the WJEC website www.wjec.co.uk

RECORDING

The assessment will be recorded on the appropriate form by declaring that each Assessment Criteria has been successfully completed. To complete the unit and achieve credit all assessment criteria must be met.

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LEVEL 3

Title	Listening and writing
Level	Level 3
Credit Value	2
Unit Aim	The aim of this unit is to enable the candidates to listen carefully to information relating to a familiar and unfamiliar customer service/vocational field received over the phone, face to face or in a meeting, record the main facts and viewpoints and present them in written form to another person.

Learning Outcomes	Assessment criteria
The candidates will be able to: **LO1** Listen to and understand a complex message which includes a range of familiar and unfamiliar information and viewpoints on matters relating to customer service/vocational field. *There may be more than one person providing information/voicing an opinion* **LO2** Select the main facts and viewpoints being expressed and record them in an organised and meaningful manner **LO3** Present the information and viewpoints in written form, using standard and correct Welsh, in a form which assists the customer	The outcome assessment will require candidates to show their ability to: **AC 1** Listen to, understand and select information/viewpoints and translanguage from one or more oral sources the messages/presentations relating to customer service/vocational field **AC 2** Offer an opinion on matters relating to familiar and unfamiliar customer service issues/vocational field **AC 3** Present the information by using a variety of sentences and instructions, demonstrating a firm grasp of grammar and syntax **AC 4** Express a view, ideas and complex arguments clearly whilst demonstrating a firm grasp of grammar and syntax

ASSESSMENT

3 written tasks – total of 300 words. The candidates will need to listen to an oral message – over the phone, face to face or in a situation in which more than one person provides information, e.g. in a meeting.

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EXAMPLES OF TASKS

Tasks specific to Listening and Writing for the purpose of serving a customer.

Task 1

Your manager has asked you to receive an important telephone call on his behalf. The telephone call may include familiar and unfamiliar information. Record the information carefully, paying attention to any viewpoints/opinions expressed by the person on the telephone. You should present the information in written form, using correct and refined Welsh.

SCRIPT

A telephone conversation between you and the client, Beth Evans from the Asylum Seekers' Charity

You: *Helo. Cartrefi Cymunedol. Swyddfa Naomi Wills, Miriam Wells yn siarad.*

Client: *Beth Evans, ydw i. Swyddog Datblygu Elusen Ffoaduriaid. Ga i siarad â Ms Wills, os gwelwch yn dda. Roedd hi'n dweud bod prynhawn 'ma yn amser cyfleus i gael sgwrs.*

You: *Yn anffodus dyw hi ddim yma tan yfory, ac mae wedi gofyn i mi dderbyn eich galwad ar ei rhan. Ydych chi'n hapus gyda hynny?*

Client: *Ydw, wrth gwrs. Dwi wedi darllen yr adroddiad am gyflwr yr adeiladau lle bydd y mewnfudwyr (ceisiwyr lloches) yn byw. Mae rhai o'r tai yn fach iawn er eu bod mewn cyflwr eitha da. Angen eu glanhau o'r top i'r gwaelod a rhoi cot o baent i bob ystafell. Mae rhai ohonyn nhw yn llaith iawn hefyd. Yn ddelfrydol, mae angen gwario llawer o arian ar y tai.*

You: *Sawl stafell wely sydd yn y tai lleia? Rwy'n cymryd bod stafell molchi fodern yn y tai yma.*

Client: *Mae dwy stafell wely yn rhai ohonyn nhw, un yn y lleill. Efallai bod 3 llofft yn un neu ddau o'r tai hefyd. Mae stafell molchi a chegin gweddol fodern ymhob un o'r tai. Mae gerddi bach (lawnt) yng nghefn rhai ohonyn nhw hefyd.*

You: *Ydyn ni'n gwybod sawl teulu fydd yn dod i'r ardal yma a beth yw maint y teuluoedd hynny?*

Client: *Dyna ydy'r broblem ar hyn o bryd. Does neb yn gallu rhoi gwybodaeth bendant am y nifer o bobl, plant, oed y bobl a'r plant. Mae'n anodd paratoi dan amgylchiadau fel hyn. Ydych chi wedi cael rhyw wybodaeth o fannau eraill? Ydy'r gwleidyddion yn helpu mewn rhyw ffordd?*

You: *Na, yn anffodus. Mae'r ysgolion lleol yn holi faint o blant fydd yn dod atyn nhw ar ôl y gwyliau. Mae'n sefyllfa anodd. Oes 'na dai efo 3 llofft ar gael o gwbl? Rydyn ni'n gwybod bydd angen sawl tŷ 3 llofft. Mae'r AC lleol wedi bod yn dawel iawn.*

Client: *Rwy'n credu y bydd rhywfaint o wybodaeth ychwanegol ymhen rhyw 2-3 diwrnod. Yn y cyfamser fe wna i drio rhoi gwybodaeth mewn e-bost i Naomi am y sefyllfa bresennol ac hefyd fe wna i geisio cael gwybodaeth am y sefyllfa yn y banc bwyd, rhag ofn y bydd angen gofyn am help ganddyn nhw os bydd nifer mwy na'r disgwyl o bobl wedi cael eu lleoli yn yr ardal. Dwi ddim yn meddwl bod llawer mwy ar hyn o bryd.*

You: *Diolch yn fawr am yr alwad ac am y wybodaeth. Fe wna i roi adroddiad i Naomi yn y bore. Da bo chi.*

Task 2

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You attend a meeting on behalf of your company. Your manager has asked you to relay what you have heard at the meeting. There are two main speakers, one speaking in English and the other in Welsh.

(i) Listen to the speakers and record carefully what is said by both, drawing attention to any differing viewpoints.

(ii) Send an e-mail to your manager presenting the main messages/viewpoints from the meeting. Take advantage of the opportunity to offer your own opinion on the matter being discussed.

SCRIPT

A public meeting is held in the County School Hall. The purpose of the meeting is to discuss how many more opportunities can be offered for young people and adults to use Welsh in the local community. Here is an excerpt of the conversation you heard.

Chair: *Yn anffodus, dydy'r offer cyfieithu ddim yn gweithio. Felly gallwch chi siarad yn Gymraeg neu yn Saesneg.*

Hilary: *Hilary ydw i. Dwi'n dysgu Cymraeg ac yn gallu siarad dipyn bach. I have to continue in English sorry. We need every opportunity possible to practise and use what we learn in Welsh class and elsewhere. At present we are finding it very difficult to get help outside the class. Can I suggest that we ask Welsh societies and groups in the area to help us? For example, Welsh speaking parents in the primary school. There is a vibrant Parents Association at the school.*

Joe: *Cytuno. Mae nifer o'r rhieni yn frwdfrydig iawn. Beth am gael sgwrs efo'r pennaeth i ddechrau, efallai bydd ganddo syniadau sut i sefydlu'r cysylltiad. Hefyd, mae'r Clwb Cerdded yn lle da i gwrdd â phobl ac i sgwrsio'n anffurfiol wrth fynd ar daith. Maen nhw'n cyfarfod un waith bob mis ar fore Sadwrn. Rwy'n gwybod bod croeso i ddysgwyr yn y Clwb Cerdded.*

Chair: *Diolch i'r ddau ohonoch am eich cyfraniadau. Oes rhywun arall am ddweud gair. Any more contributions?*

Hilary: *We need to support young people in particular. They need help to continue to develop their skills, building on what they have learnt at school or college. We need to show that Welsh language skills are useful at work and in social and cultural contexts.*

Would it be possible to ask some local employers if they could encourage fluent Welsh speakers or their staff to support one or two young people for example?

David: *Digon teg. Ond yn siarad fel cyflogwr bach, rhaid dweud gallai hynny fod yn anodd iawn achos does dim llawer o siaradwyr Cymraeg ar fy staff a byddai'n cymryd llawer o'u hamser oddi wrth eu gwaith arferol. Byddai yna fwy o siawns mewn cwmni mawr. Gwell canolbwyntio ar weithgareddau mwy cymdeithasol, chwaraeon awyr agored, hobiau ac ati tu allan i'r lle gwaith. Does dim pwysau yno. Wrth gwrs, mae rhai cyflogwyr sy'n defnyddio'r Gymraeg yn eu gwaith bob dydd. Y ganolfan chwaraeon, y feithrinfa, y ganolfan iechyd, rhai siopau bach. Mae sawl lle arall yn yr ardal. Ond cyflogwyr bach ydyn nhw i gyd.*

Marc: *Cytuno gyda David. Mae mwy o siawns i gael help ffurfiol i ddatblygu sgiliau iaith mewn cwmni mawr.*

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Chair: *Rydyn ni wedi cael nifer o syniadau. Rydyn ni wedi nodi'r pwyntiau wnaethoch chi. Fe wnawn ni fynd at rai o'r bobl rydych wedi eu nodi a gobeithio bydd rhywbeth yn digwydd yn y dyfodol agos. Bydd unrhyw newyddion yn cael ei roi ar y cyfryngau cymdeithasol. Watch this space. Diolch i bawb.*

Further guidance

At this level, you may organise opportunities for your candidates to take part in a meeting and write meeting notes/minutes, e.g. local meetings of Mentrau Iaith.

Further examples are available in the Assessment pack and Guidance for Teaching on the WJEC website www.wjec.co.uk

RECORDING

The assessment will be recorded on the appropriate form by declaring that each Assessment Criteria has been successfully completed. To complete the unit and achieve credit all assessment criteria must be met.

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2.3 UNIT 3: READING AND WRITING

ENTRY LEVEL 3

Title	Reading and writing for the purpose of serving a customer
Level	Entry 3
Credit Value	2
Unit Aim	The aim of this unit is to enable the candidates to read short Welsh language texts and write in simple Welsh on matters relating to customer service (in a specific vocational field).

Learning Outcomes	Assessment Criteria
The candidates will be able to: **LO1** Read a text written in simple Welsh on matters relating to familiar customer service	The learning outcome assessment will require the candidates to show their ability to: **AC 1** Select information from simple texts to assist the customer
LO2 Write texts in simple Welsh on matters relating to familiar customer service	**AC 2** Form simple text / instructions fairly correctly in sentences for customers

ASSESSMENT

Reading task: 1 task with at least 50 words as a stimulus. Candidates must respond to at least 5 questions in Welsh.

Writing task: 1 task 20-30 words containing at least two simple sentences.

EXAMPLES OF TASKS

A task specific to Reading and Writing Welsh for the purpose of serving a customer

Task 1

Reading a leaflet and answering questions.

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Read this leaflet and answer the questions that follow in Welsh:

Harvey's

(Canolfan Siopa Mostyn, Pendref)

Cynigion arbennig!

Mehefin 6-10fed yn unig

Gostyngiad o 30% ar lawer o eitemau yn y siop

e.e. 15% ar gynhyrchion harddwch a phersawr

Oes cerdyn Harvey's gyda chi? Os gwariwch £40 neu fwy byddwch yn cael tywel traeth am ddim.

Am fwy o wybodaeth am fargeinion eraill ewch i www.siopharveys.co.uk

Questions

1. Who is advertising special offers?
2. How much discount is given on the price of beauty items?
3. When do the special offers end?
4. What is the offer for customers with a Harvey's card?
5. Where can you find more information?

Feel free to add/adapt the questions.

Task 2

Create a leaflet explaining how to get to a workplace (e.g. shop, crèche, day centre for the elderly, garage, leisure centre) to be distributed to the public.

You may vary the type of workplace.

Further examples are available in the Assessment pack and Guidance for Teaching on the WJEC website www.wjec.co.uk

RECORDING

The assessment will be recorded on the appropriate form by declaring that each Assessment Criteria has been successfully completed. To complete the unit and achieve credit all assessment criteria must be met.

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LEVEL 1

Title	Reading and writing for the purpose of serving a customer
Level	Level 1
Credit Value	2
Unit Aim	The aim of this unit is to enable the candidates to read Welsh language texts and write in simple Welsh for the purpose of serving a customer in matters relating to familiar customer services.

Learning Outcomes	Assessment Criteria
The candidates will be able to: **LO1** Read and understand a few texts in Welsh on matters relating to familiar customer service	The learning outcome assessment will require candidates to show their ability to: **AC1.1** Select information from texts to assist the customer **AC 1.2** Express a view and present facts in a simple manner when dealing with familiar customer service issues
LO2 Write texts in standard and formal Welsh on issues relating to familiar customer service	**AC 2.1** Produce language by forming a variety of sentences and instructions, showing a good grasp of Welsh syntax and grammar when writing for customers **AC 2.2** Express a view and endorse it with valid reasons, showing a good grasp of grammar and syntax

ASSESSMENT

2 Tasks

Task 1

Read from two different texts (approximately 50 words in each text). The candidates must respond to at least 5 questions comprising of at least one sentence comparing the two sources and expressing a view in a simple manner.

The reading materials should be relevant to the candidate's vocational field

Task 2

Respond in written form to a reading material: 1 extract between 30 and 40 words which includes **five** sentences and express a view in a simple manner.

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EXAMPLES OF TASKS

A task specific to Reading and Writing for the purpose of serving a customer.

Task 1:

Read the extracts below and answer the questions that follow in full sentences.

Reading Extract 1

Chwaraeon Henri

Mae *Chwaraeon Henri* wedi agor siop newydd ar Heol Dewi, Parc Busnes Cadnant. Ar hyn o bryd, mae 43 o staff amser llawn a rhan-amser yn gweithio yno. Bydd swyddi rhan-amser a phrofiad gwaith i bobl ifanc cyn bo hir.

Rydyn ni'n gwerthu nwyddau y prif frandiau fel *UMBRO, Ellesse, Adidas, Nike, Sketchers, Techno* am brisiau cystadleuol.

Gallwch brynu esgidiau rhedeg am £38, esgidiau cerdded mynydd am £42, tracwisg am £24, tan ddiwedd mis Gorffennaf. Cynigion arbennig ar offer ffitrwydd hefyd.

Rydym yn cynnig gwasanaeth dwyieithog i'n cwsmeriaid. Gall ein staff arbenigol a phrofiadol roi cyngor i chi a'ch helpu gyda'ch anghenion.

Oriau agor: Llun-Sadwrn 8.00am – 8.00pm, Sul 11.00am – 5.00pm.

I gael mwy o wyodaeth ewch i'n gwefan ddwyieithog www.hamddenhowellsleisure.co.uk

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Reading Extract 2

Siop Raymond

Dewch draw i Siop Raymond, Y Stryd Fawr. Gwerthwyr nwyddau ar gyfer pob math o chwaraeon. Busnes teuluol yn y dre ers 1965.

Mae 11 o staff yn gweithio yn y siop.

Mae'n gwerthu nwyddau prif frandiau fel *Nike, Adidas, Ellesse, Hi-Tec, Umbro.*

Cynigion arbennig ar esgidiau cerdded, cotiau tywydd garw i ddynion, merched a phlant.

Stoc helaeth o nwyddau dringo.

Gwasanaeth personol i'n cwsmeriaid gan staff dwyieithog.

Oriau agor: Llun-Gwener, 09.00-17.30
Sadwrn 09.00 – 15.00.
Sul – ar gau.

Answer the questions below

1. Where is *Henry Sports* shop located?
2. How many people does it employ?
3. What will they be offering for young people?
4. When did *Siop Raymond* open?
5. What kind of business is *Siop Raymond*?
6. At what time does *Siop Raymond* open on a Sunday?
7. In your opinion, which one of the two shops offers the best service for customers? Why do you say that?

Task 2

Your friend has asked you where she can buy new sports clothing. Suggest two shops in your area, tell her what they sell and which is the best in your opinion.

Further examples are available in the Assessment pack and Guidance for Teaching on the WJEC website www.wjec.co.uk

RECORDING

This assessment will be recorded on the appropriate form by declaring that each Assessment Criteria has been successfully completed.

To complete the unit and achieve credit all assessment criteria must be met.

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LEVEL 2

Title	Reading and writing Welsh for the purpose of serving a customer
Level	Level 2
Credit Value	2
Unit Aim	The aim of this unit is to enable the candidates to find and collate information from Welsh reading texts and write in standard Welsh for the purpose of serving a customer on matters relating to familiar customer service which is relevant to their vocational field/sector.

Learning Outcomes	Assessment Criteria
The candidates will be able to: **LO1** Read, understand and collate information on matters relating to familiar customer service in their vocational sector	The learning outcome assessment will require the candidates to show their ability to: **AC 1.1** Select information and cross-reference from various texts to assist the customer **AC 1.2** Express a view and/or present facts relating to familiar customer service issues
LO2 Write a variety of texts in standard and formal Welsh on matters relating to familiar customer service **LO3** Express a view in a clear manner and endorse it with appropriate evidence	**AC 2.1** Form a variety of sentences and instructions, demonstrating a good grasp of Welsh grammar and syntax when writing for customers, along with the ability to organise information into paragraphs **AC 2.2** Express a view confidently, showing a very good grasp of grammar and syntax

ASSESSMENT

2 tasks (up to 250 words).

Reading task: Gathering information from three different sources, cross-referencing between them. In their entirety the three sources must include at least 200 words.

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Writing task:

Task 1 - write approximately 100 words.
(The task may be in the form of multiple-choice questions, choosing correct/incorrect statements, short answer questions, completing information.)

Task 2 - write 100-150 words.

(Candidates must write in paragraphs, present facts and express a view)

EXAMPLES OF TASKS

Tasks specific to Reading and Writing for the purpose of serving a customer.

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Task 1: Read the text below and answer the questions that follow:

Gwesty Mynydd Mawr

Dewch i fwynhau harddwch Eryri gyda ni.



Mae gwesty Mynydd Mawr wedi ei adeiladu mewn cwm tawel yn Eryri. Adeiladwyd y gwesty fel tŷ preifat yn 1890 ac erbyn hyn mae'n westy 18 ystafell wely sy'n cynnig gwyliau arbennig yn un o ardaloedd prydferthaf Cymru.

Mae pob ystafell wedi ei haddurno yn y steil Fictorianaidd. Ac yn ogystal â'r gwlâu esmwyth a'r dodrefn cyfforddus, mae teledu sgrîn fflat, ffôn, hambwrdd croeso a sychwr gwallt ym mhob ystafell.

Yn yr ystafelloedd drutaf mae twb poeth, gwely pedwar postyn a spa yn ogystal. Yn yr ystafell deulu ceir golygfa hyfryd o'r afon, peiriant DVD, gwely maint brenin a balconi helaeth gyda rheiliau diogelwch.

Mae'r perchennog yn ceisio defnyddio llawer o gynnyrch lleol ac mae'r ystafell fwyta yn cynnig golygfa arbennig o'r afon a'r mynyddoedd o gwmpas Eryri.

Mae'r gwesty wedi ei addasu ar gyfer defnyddwyr cadair olwyn gyda rampiau, drysau llydan a lifft pwrpasol. Tu ôl i'r ardd mae ardal i'r plant gydag offer chwarae.

Rydych chi'n gallu cerdded i'r Rhaeadr Ewynnog enwog mewn tua 10 munud o'r gwesty ac mae gerddi enwog Bodnant tua 20 cilometer i ffwrdd.

Eleni mae'r gwesty yn cynnig dwy ystafell gynhadledd sy'n dal 50 o bobl yr un.
Prisiau yn dechrau o £180 y noson.

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Gwesty Gwyn Pencae

Gwely a Brecwast yn unig (ar hyn o bryd)



Mae Gwesty Gwyn Pencae yn adeilad hardd yn nghanol 12 acer o erddi bendigedig. Mae'r gwesty pum seren yng nghanol Parc Cenedlaethol Penfro ac yn cynnig gwasanaeth bendigedig i'r cwsmer.

Cafodd y gwesty ei ail addurno yn ddiweddar ac erbyn hyn mae pob ystafell yn ensuite ac mae Wifi ym mhob un.

Am £45 y noson cewch ddigon o gyfle i ymlacio ar eich gwyliau yma a mwynhau'r golygfeydd gwych o gwmpas. Yn y gaeaf bydd tân mawr yn y gratiau yn croesawu'r cwsmeriaid i ddod i eistedd yn yr ystafelloedd moethus ac ymlacio.

Bydd y staff yn paratoi brecwast ffres bob bore ond nid yw'r gwesty yn cynnig pryd gyda'r nos ar hyn o bryd. Mae llawer o lefydd ardderchog i gael bwyd ger y gwesty.

Mae Tŷ Ddewi tua 10 munud i ffwrdd ac mae Clwb Golff Tŷ Ddewi yn agos iawn hefyd. Mae'r perchnogion newydd yn awyddus i wella eu gwasanaeth ac yn gobeithio y bydd aros yn eu gwesty yn brofiad hyfryd i bawb.

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The Pritchard Arms Hotel



Gwesty hardd ym Mhen y Bont yw'r Pritchard Arms. Cafodd ei adnewyddu yn 2014 ac erbyn hyn mae'n perthyn i gadwyn Wetherspoons ac yn cynnig ystafelloedd teulu, dwbl a sengl gyda en-suite ym mhob un. Mae Wifi, teledu, sychwr gwallt ac offer te/coffi ym mhob ystafell. Mae mas parcio (angen talu) ger y gwesty ac mae prisiau yr ystafelloedd yn dechrau o £38 y noson.

Mae'r gwesty yn cynnig brecwast llawn, bwyd canol dydd a gyda'r nos. Mae'r gwesty yn cynnig llawer o ddewis yn y bar gan gynnwys cwrw lleol o Gymru a gall y gwesteion ymlacio yn y lolfa hyfryd.

Mae'r Pritchard Arms rhyw bum munud o'r safle bws â'r orsaf drên sy'n gyfleus iawn i ganol Caerdydd ac Abertawe.

Am fwy o wybodaeth ewch i'n gwefan neu ffoniwch 08965444876.

Task 1

Answer in complete sentences.

1. In which year was Gwesty Mynydd Mawr built?
2. How has Gwesty Mynydd Mawr been modified for guests who use a wheelchair?
3. In which hotel would you stay if you wanted to go shopping to Cardiff?
4. Which would be the best hotel if you wanted to play golf?
5. What is not available in Gwesty Gwyn?
6. What is unique about the ale in Pritchard Arms?
7. In your opinion, who offers the best value for money and why?

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Task 2

You work in a large hotel in the countryside. The manager asks you to create an information sheet to be placed in the bedrooms, describing at least five places in the area which would be accessible for a wheelchair user.

Conduct research into attractions in your local area and present the information on a leaflet which will provide information, facts and opinion.

Further examples are available in the Assessment pack and Guidance for Teaching on the WJEC website www.wjec.co.uk

RECORDING

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To complete the unit and achieve credit all assessment criteria must be met.

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LEVEL 3

Title	Reading and writing for the purpose of serving a customer
Level	Level 3
Credit Value	2
Unit Aim	The aim of this unit is to enable the candidates to collate information and write in standard Welsh for the purpose of serving a customer on matters relating to familiar and unfamiliar customer service/vocational field.

Learning Outcomes	Assessment Criteria
The candidates will be able to: **LO1** Read, understand and collate information from Welsh language texts on issues relating to familiar and unfamiliar customer service/vocational field **LO2** Write texts in standard and formal Welsh on issues relating to familiar and unfamiliar customer service issues	The learning outcome assessment will require the candidates to show their ability to: **AC 1** Understand information, cross-reference and translanguage from various texts on matters relating to familiar and unfamiliar customer service. **AC 2** Express a view on matters relating to familiar and unfamiliar customer service **AC 3** Use a variety of sentences and instructions, demonstrating a very good grasp of Welsh syntax and grammar when writing for customers **AC 4** Express a view, ideas and complex arguments clearly whilst demonstrating a very good grasp of Welsh grammar and syntax

ASSESSMENT

Total of 3 tasks

Reading and translanguaging task: Gathering information from three different sources, cross-referencing between them. One source must be in English to demonstrate evidence of translanguaging.Present the information on each company in the form of bullet points in your own words. In their entirety the three sources must include at least 300 words.

Writing task: Respond in written form to reading material. In its entirety, the piece must include approximately 300 words and be written in paragraphs.

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EXAMPLES OF TASKS:

Tasks specific to reading and writing Welsh for the purpose of serving a customer.

Village Bakery

Established in 1934, Village Bakery is a family owned business wholly owned and run by traditional bakers. Staying true to the principles of craft baking, we produce a range of high-quality bread, pies and morning goods which are sold in independent retailers throughout North Wales, as well as Tesco, Spar, Coop, Asda and McColls stores in the region. Our products are now also available in Asda stores throughout the whole of Wales.

All products are baked to order and are delivered fresh on the morning they are made. Our bread is baked with SLOW DOUGH for outstanding flavour and our pies have been perfected using our own in-house pastry and PRIME CUTS OF MEAT.

We use the finest ingredients and through our LOCAL SOURCING POLICY we look to source the best products from the local area. Our morning goods are all made with Welsh butter whilst we only use PGI Welsh Beef and Lamb in our pies.

We are the only bakery to have won *Craft Bakery of the Year* three times, in 2013 we were crowned the fastest growing company in Wales and more recently in 2014 we won 'BAKERY MANUFACTURER OF THE YEAR', an award that means a lot to everyone who works here.

Our Product
Village Bakery specialise in freshly crafted bread, rolls, pies and a variety of morning goods. We pride ourselves on our service and the quality of our ingredients, all of which are sourced locally. Please browse our selection of morning goods, sliced and whole loaves, rolls, pies and pasties. DELICIOUS!

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CREISION JONES YW'R DEWIS CYMREIG







Creision Jones yw'r unig gwmni Cymreig sy'n berchen ar gwmni creision. Mae ein swyddfa ym Mhwllheli, a rydym yn gweithio gyda nifer o bartneriaid ar hyd y gadwyn gyflenwi i gynhyrchu creision hen ffasiwn go iawn llawn blas.

Daw ein tatws o sawl rhan o Gymru, er enghraifft Sir Fôn, Powys a Sir Fynwy. O'r ardaloedd hyn rydyn ni'n gallu cael tatws sy'n cyrraedd safon penodedig *Creision Jones.*

Ein hamcan yn syml iawn yw cynhyrchu y creision gorau, gan ail-greu y profiad o fwyta creision hen ffasiwn go iawn, gyda digon o drwch ac yn llawn blas.

Hyd y gwyddom ni, *Creision Jones* yw'r unig gwmni ar y blaned sy'n defnyddio'r iaith Gymraeg ar ei ddeunydd pecynnu.

Rydym yn cyflenwi busnesau yma yng Nghymru ac hefyd yn Lloegr a'r Alban. Mae'n cwsmeriaid yn cynnwys siopau coffi, tafarndai, siopau fferm, caffis, atyniadau a chwmnïau teithio.

Mae 4 blas yn rhan o ddewis *Creision Jones*, sef blas Halen Môn PDO, blas halen Môn PDO a Finegr, blas caws aeddfed a nionyn a'r blas diweddaraf yw Blas Tsili Melys Y Ddraig Goch, a hynny mewn dau faint gwahanol. Gallwch brynu'r creision mewn bagiau bach arferol 40g a bagiau mawr 150g sydd (i fod) i gael eu rhannu.

Ydych chi wedi cael eich perswadio i fynd allan i'r siop agosaf i brynu pecyn o greision Jones?

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South Caernarfon Creameries



Croeso cynnes i Hufenfa De Arfon: Cwmni Ffermwyr Llaeth Cydweithredol hynaf a mwyaf Cymru a sefydlwyd yn ôl yn 1938 gan ffermwyr llaeth.

Wedi ei lleoli ym Mhenrhyn Llŷn yng Ngogledd Orllewin Cymru, mewn ardal o Harddwch Naturiol Eithriadol, Hufenfa De Arfon yw calon y gymuned. Mae aelodau ein Cwmni Ffermwyr Llaeth teuluol wedi eu lleoli yng Ngogledd Cymru, y Canolbarth a Cheredigion. Maent yn cynhyrchu llaeth o safon arbennig i ni, diolch i'r gwartheg sy'n pori ar borfeydd ffrwythlon Cymru.

Gan ein bod yn defnyddio llaeth Cymreig lleol, sydd wedi ei gydnabod ymhlith y gorau un, ac wedi datblygu sgiliau a chasglu gwybodaeth dros y cenedlaethau, gallwn gynhyrchu caws Cymreig a menyn Cymreig o safon arbennig. Mae ein cynhyrchion wedi derbyn cydnabyddiaeth nifer o wobrau arwyddocaol, yn cynnwys Gwobrau Caws Rhyngwladol, Gwobrau Caws Prydain, Gwobrau Caws Byd-Eang a Gwobrau Caws y Byd. Mae gennym amrywiaeth eang o gaws a gyflenwir i farchnad leol Cymru, yr archfarchnadoedd mawr ledled Prydain ac i'r farchnad ryngwladol.

Ymfalchïwn yn ein gwreiddiau Cymreig, gymaint felly rydym yn glynu wrth bolisi i brosesu llaeth Cymreig yn unig. Mae ein pecynnau yn ddwyieithog ac mae gennym frand caws a menyn llwyddiannus ein hunain a elwir yn '*Dragon*' (www.dragonwales.co.uk)

Gan fod ein ffermwyr yn aelodau mae ganddynt lais i benderfynu dyfodol yr Hufenfa, ac mae ganddynt gyfranddaliadau yn y Cwmni hefyd.

Task

You work in the office of a large supermarket. The manager has made an application to the Assembly and received funding to assist with promoting 'Welsh Produce Week' in the shop. He wants you to create a pamphlet to be given to customers when they enter the shop to provide information on some of the items for sale.

Part 1

Gather and read the information regarding at least six food producers in Wales. There are three companies on the leaflet to assist you - you will need to find information about three companies which are local to you in order to give local producers some publicity during the Welsh food promotion week.

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Part 2

Present information about The Village Bakery (or any other English article of you choice) in your own words in Welsh.

Part 3

You need to create an information leaflet in Welsh.

You will:

- Undertake research into local companies which produce goods to be sold in the shop
- Present the information about each company in bullet points
- Translanguage the English information into Welsh before presenting it in bullet point form
- Design the pamphlet in an attractive manner with the purpose of promoting Welsh produce.
- You will express a view, introduce ideas and complex arguments in the work.

Further examples are available in the Assessment pack and Guidance for Teaching on the WJEC website www.wjec.co.uk

RECORDING

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2.4 UNIT 4: WRITING FOR A PURPOSE

ENTRY LEVEL 3

Title	Writing for a purpose
Level	Entry Level 3
Credit Value	2
Unit Aim	The aim of this unit is to enable the candidates to write in simple and correct Welsh on matters relating to customer service and/or the vocational field.

Learning Outcomes	Assessment Criteria
The candidates will be able to: **LO1** Provide information by writing in simple Welsh on matters relating to customer service / vocational field **LO2** Prepare appropriate documents in simple Welsh to assist the customer **LO3** Devise simple instructions for the customer in the form of sentences	The learning outcome assessment will require the candidates to show their ability to: **AC 1.1** Create documents in simple Welsh providing information and/or instructions to the customer **AC 2.1** Write simple sentences in a correct and coherent manner using appropriate syntax, language and vocabulary

ASSESSMENT

Two writing tasks - approximately 50 words each
1. One task providing information for the customer.
2. One task providing instructions.

EXAMPLES OF TASKS

1. Create a leaflet explaining how to get to your workplace/college/the crèche*
   **You may vary the workplace.*
2. Create a poster advertising an event/new service/special offer in your workplace/college.
3. Mr Thomas brought his car into your garage for a thorough clean. He is concerned that he has lost his bank card. Whilst cleaning the car, you find the card has slipped between the front seats. Write a note in the form of a text message to your manager informing him that you have found the bank card and called the customer and what you will be doing next.
4. You have received a box full of fruit and vegetables from a local shop, ready for the Healthy Eating day at school. Write an e-mail/letter to be sent to the shop owner to thank him on behalf of the children.

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Further examples are available in the Supporting Material, Teacher Guidelines and the language Sheet on the WJEC website.

Further examples are available in the Assessment pack and Guidance for Teaching on the WJEC website www.wjec.co.uk

RECORDING

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LEVEL 1

Title	Writing for a purpose
Level	Level 1
Credit Value	2
Unit Aim	The aim of this unit is to enable the candidates to write in standard Welsh for the purpose of serving a customer on matters relating to familiar customer service/vocational field.

Learning Outcomes	Assessment Criteria
The candidates will be able to: **LO1** Write various texts in standard and formal Welsh on issues relating to familiar customer service/vocational field **LO2** Express a view in a simple manner and endorse it **LO3** Create meaningful, complete and correct sentences in terms of language, grammar and punctuation	The learning outcome assessment will require the candidates to show their ability to: **AC 1.1** Produce meaningful and legible text by forming a variety of sentences, demonstrating a good grasp of syntax and grammar when writing for customers **AC 2.1** Express a view in a confident manner and endorse it, demonstrating a good grasp of grammar and syntax

ASSESSMENT

Tasks - 2 written tasks approximately 50 words each.

1. Provide information using appropriate written forms, e.g. blog, letter, article, leaflet
2. Express a view and endorse it with clear and definitive evidence.

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EXAMPLES OF TASKS

Task specific to writing Welsh for the purpose of customer service/vocational field.

1. You are on work experience at your local newspaper's office. The editor has asked you to write an item for the paper's next edition to go alongside a photograph of the children at the Crèche playing on the new equipment which was purchased following the recent fundraising campaign. You will need to:

    - Provide information about the Crèche
    - Describe the fundraising evening and how much money was raised
    - Quote from a parent
    - Thank all the contributors
    - Bring the item to a close in an appropriate manner

2. Write a letter or an e-mail to the company manager where you went on work experience recently, thanking her for the opportunity to spend time at the company. You may include what you learnt, what you enjoyed most and why.

3. You have agreed to help a group of people in your area/workplace/college to organise an event to raise money for a local charity. Prepare an attractive leaflet to provide information about the event and to encourage local people to support the event and charity. Give a reason(s) why people should support the charity.

Further examples are available in the Assessment pack and Guidance for Teaching on the WJEC website www.wjec.co.uk

RECORDING

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LEVEL 2

Title	Writing for a purpose
Level	Level 2
Credit Value	2
Unit Aim	The aim of this unit is to enable the candidates to write in standard and formal Welsh for the purpose of serving a customer on matters relating to customer service/vocational field.

Learning Outcomes	Assessment Criteria
The candidates will be able to: **LO1** Write various texts in standard and formal Welsh on issues relating to familiar customer service/vocational field **LO2** Collate and select information from a variety of sources/Welsh texts on matters relating to customer service/vocational field	The learning outcome assessment will require the candidates to show their ability to: **AC 1.1** Create meaningful and legible text by forming a variety of sentences and paragraphs, demonstrating a good grasp of syntax when writing for customers **AC 1.2** Express a view in a confident manner and endorse it, demonstrating a good grasp of grammar and syntax **AC 2.1** Select information and present it in a form which assists the customer

ASSESSMENT

Tasks: 2 tasks 100 words each

1 proofreading and error correction task

The candidates will need to correct a document which includes 10 errors.

EXAMPLES OF TASKS

Tasks which require the candidates to write standard and formal Welsh for the purpose of customer service/vocational field.

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Example of proofreading/text correction task:

You have received this advert for the 2019 Walking Trip, but it includes 10 errors. (i) Correct the mistakes by writing the correct forms in the grid below.

Here is the advert, with the mistakes underlined. The mistakes include spelling errors, punctuation errors, grammar errors.

> *Ydych ti[1] eisiau gwneud rhywbeth yn yr awyr agored_[2]*
> *Beth am dod[3] ar ein taith cerdded[4]? Bydd yn sbort. Dyma cyfle[5] arbenig[6] i chi wneud ffrindiau newydd a byddwch yn help[7] eraill hefyd.*
> *Eleni, mae'r daith yn codi arian at elusen Hafan Deg. Tyrd[8] gyda ni.*
>
> *Os oes diddordeb gan chi[9], ffonio[10] Huw a Carys am fwy o wybodaeth ar 07175 443235 neu ebostiwch huwacarys@hafandeg.org*

1	6
2	7
3	8
4	9
5	10

Writing task

1. You have been helping to organise the 2019 Walking Trip. The organisers have asked you to write a letter in Welsh to one of the local sponsors, thanking her for the generous support (approx. 100 words) shown towards the walking trip.
   You may include:

   - Your reason for writing
   - Walking trip details
   - Positive points/aim of the race
   - The importance of supporting the charity
   - Appropriate ending.

2. You are on work experience at your local newspaper's office. The editor has asked you to write an item for next week's edition to go alongside a photograph of the children at the Crèche playing on the new equipment which was purchased following the recent Walking Trip.

   You will need to:

   - Provide information about the Crèche
   - Describe the fundraising evening and how much money was raised
   - Thank all the contributors
   - Bring the item to a close in an appropriate manner.

3. You work in *Meithrinfa Babi Del.* You have received a box full of fruit and vegetables from a local shop, ready for the Healthy Eating day. You need to send an e-mail/write a letter to the shop owner to thank him on behalf of the children.

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You should mention:

- the day's success
- the importance of such days
- how many children took part
- any plans to continue with the healthy eating campaign in your crèche/school.

Further examples are available in the Assessment pack and Guidance for Teaching on the WJEC website www.wjec.co.uk

RECORDING

The assessment will be recorded on the appropriate form by declaring that each Assessment Criteria has been successfully completed. To complete the unit and achieve credit all assessment criteria must be met.

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LEVEL 3

Title	Writing for a purpose
Level	Level 3
Credit Value	2
Unit Aim	The aim of this unit is to enable the candidates to write in standard and formal Welsh for the purpose of serving a customer on matters relating to familiar and unfamiliar customer service/vocational field.

Learning Outcomes	Assessment Criteria
The candidates will be able to: **LO1** Write a variety of standard and formal texts relating to customer service/vocational field **LO2** Communicate ideas and opinion on subjects/issues within their experience **LO3** Communicate in Welsh a summary/the main messages of information from Welsh and English texts	The learning outcome assessment will require the candidates to show their ability to**:** **AC 1.1** Produce language in a subtle and refined/correct manner, using a variety of sentences and instructions and demonstrating a very good grasp of syntax and grammar when writing for customers **AC 1.2** Produce language/text by forming sentences and paragraphs, demonstrating a very good grasp of Welsh syntax when writing for customers **AC 2.1** Express a view in a confident manner on a variety of issues relating to customer service/vocational field, demonstrating a very good grasp of grammar and syntax **AC 3.1** Translanguage from various texts on matters relating to customer service/vocational field

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ASSESSMENT

3 tasks

Tasks: 2 tasks x at least 150 words each. The texts should be written in paragraphs.

1 task x 100 words. Translanguage information from an English text

EXAMPLES OF TASKS

Tasks specific to writing Welsh for the purpose of serving a customer:

1. Choose a familiar region. Design an attractive and interesting leaflet to promote that region. Look for appropriate information from different sources. Provide information about the main attractions and/or activities in the region, offering reasons why visitors should visit them. Remember to mention where the visitor can find more information. You should use relevant images in the leaflet.

2. You have recently moved to live in the area. Write an article for the local community newspaper, describing your impressions of the new area. It is important that you mention the positive elements along with anything which may have disappointed you and needs to be improved. You should provide evidence to support your view.

3. Translanguaging Task.

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Write an article (approx. 150 words) in Welsh for your local newspaper, using the extract below as a source of information for your work. Remember to give your article an appropriate title.

The Stereophonics in Wrexham (Daily Post, June 2018)

It was a night to remember in Wrexham as the Stereophonics returned to the town to play for a 20,000 strong crowd.

The Welsh Rockers arrived on stage at Glyndwr University's Racecourse stadium to rapturous applause and cheers from the excited crowd.

After the electric gig in 2016 there were high expectations for this year's offerings and Kelly Jones and Richard Jones, Adam Zinidani and Jamie Morrison did not disappoint.

The atmosphere was palpable as fans began to fill the stadium to watch guests PINS, Fireroad and Jake Bugg who did a fantastic job of warming up the excited crowd ahead of the Stereophonics coming on stage.

Kelly and the boys chose *C'est la Vie* to kick off their triumphant return to North Wales which quickly had their adoring fans in the palms of their hands. Their set which lasted about 2 hours was jam packed with a mix of nostalgic themes and newer material which had the fans singing along and clapping along at every opportunity.

But arguably it was the classics that captured the hearts of Wrexham the most, *Local Boy in the Photograph, Maybe Tomorrow, and Handbags and the Gladrags* proving particularly popular with the crowd roaring along in appreciation.

Hit after hit was played out to the crowd, many of whom were waving Welsh flags, providing a true party atmosphere.

Frontman Kelly entertained fans briefly in between songs with some hilarious anecdotes and thanked fans for following their career, whether they'd been with them since 1996 or just for the last few months.

As darkness fell over the Racecourse, it was clear that fans couldn't get enough and didn't want the night to end as the band launched into *Just Looking* and *Traffic*.

The audience was left chanting for more as the boys returned to the stage for their encore. They left the best until last, finishing with the amazing rendition of *Dakota* – with Wrexham proving they were in fine voice as every word was sung back to Kelly and the band.

It seems the fans can't get enough of Stereophonics. There will already be cries for them to return to North Wales once again.

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4. Task: You receive an e-mail from your manager regarding a business trip. This is the e-mail:

Bore da

Rydw i wedi derbyn manylion am gynhadledd yr hoffwn fynd iddi yn ardal Tyddewi, Sir Benfro. Edrychwch ar y daflen. A wnewch chi drefniadau teithio sydd eu hangen os gwelwch yn dda. (h.y. llogi car o'r garej arferol).

Wrth drefnu gwesty cofiwch mai terfyn y gyllideb yw £120 y noson. Os yw'n bosibl, hoffwn gael gwesty gyda phwll nofio/campfa, ond y peth pwysicaf yw ei fod mor agos ag sy'n bosib i leoliad y gynhadledd.

Bydd rhaid i mi ymateb i e-byst weithiau yn ystod yr amser byddaf o'r swyddfa. Wnewch chi holi a oes mynediad rhwydd i'r rhyngrwyd?

Hoffwn gael y manylion llawn erbyn canol yr wythnos nesaf.

Diolch

John

When replying to your manager's e-mail, tell him which hotel you have chosen and why. You may provide some information about the hotel, remembering to refer to the points mentioned in your manager's e-mail. You may also remind him that he needs to inform the conference organisers which sessions he will be attending and any dietary requirements he may have - by the end of the month.

Here is the information you have collated about the conference and a few hotels.

GWYBODAETH AM Y GYNHADLEDD

Cynhadledd 'Cymorth i fusnesau bach'. Hydref 3ydd – 4ydd, 10.00am – 6.00pm; Hydref 5ed, 9.00am – 1.00pm.

Lleoliad: Canolfan Fenter

Siaradwyr gwâdd: Mr H Wright, Adran Fasnach Llywodraeth Cymru

Ms Elisabeth Ryan, Menter Dewi.

Ynghyd â phobl sydd wedi llwyddo mewn busnes

Grwpiau trafod a chyfle i rwydweithio a gwneud cysylltiadau busnes newydd.

Bydd stondinau/byrddau gwybodaeth ar gyfer busnesau bach o bob math.

Gallwch gael gwybodaeth am gymorth ariannol, sut i wneud cais, cyngor proffesiynol.

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SOME HOTEL INFORMATION

You have information about 3 hotels in the St Davids area.

Gwesty'r Afr:

- Golygfeydd o'r môr
- Newydd gael ei adnewyddu
- Ystafelloedd cyfforddus
- Pris £140 y noson ystafell sengl, gwely a brecwast + cinio nos
- 48 o ystafelloedd en-suite
- Parcio £8 y noson.

Gwesty Plas Tirion

- 110 o ystafelloedd gwely
- Golygfeydd o'r wlad o gwmpas
- Campfa a phwll nofio
- Ystafelloedd o £98 - £135
- Brecwast rhagorol am £11.95
- Parcio dros nos – rhad ac ddim i breswylwyr
- Cyfleus ar gyfer canolfannau cynhadledd
- Wi-fi.

Gwesty'r Helyg

- Gwesty hynaf y ddinas
- 72 ystafell wely en-suite
- Campfa newydd agor
- £97.00 y noson. Gwely a brecwast
- Cinio nos o £9.95. Bwydlen gynhwysfawr
- Digon o lefydd parcio am ddim
- 10 munud o'r orsaf drenau
- Wi-fi.

Further examples are available in the Assessment pack and Guidance for Teaching on the WJEC website www.wjec.co.uk

RECORDING

The assessment will be recorded on the appropriate form by declaring that each Assessment Criteria has been successfully completed. To complete the unit and achieve credit all assessment criteria must be met.

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3 Assessment

3.1 Principles of assessment

The Work Welsh/Cymraeg Gwaith qualifications are internally assessed and externally quality assured through the external moderation process. The following principles apply to the assessment of each unit:

- each unit must be assessed independently
- learners must provide evidence demonstrating achievement of 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 assessment criteria must be met for the learning outcomes of each unit to be achieved
- assessment should focus on the practical language skills and language knowledge
- it is acceptable for learners to produce evidence that meets the assessment criteria for more than one unit provided it can be clearly attributed to specified assessment criterion
- language knowledge (grammar and vocabulary) should mainly be assessed through practical use. However, a small amount of additional assessment may be appropriate to ensure knowledge is secure.
- all assessments must 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 level(s) for which they are studying.
- for those units that assess reading and writing, learners should:
  - write accurately enough to be understood using language appropriate to the level(s) for which they are studying
  - 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.
- assessment at all levels should contain spontaneous (not scripted) use of language. At all levels, there may be some occasions where brief notes are acceptable (e.g. for presentations). These must only be used as prompts; material may never be read as a script.
- 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.

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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 anticipated that individual learners' abilities, interests and needs will be appropriately catered for by centres though the choice of tasks and qualifications available.

If there are any queries about the use of 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.*

3.2 Managing assessment

Sample tasks

WJEC have produced sample tasks for each unit. Centres are able to modify the tasks to suit their own needs or to design their own. This will allow centres to tailor the assessment to local needs. The sample tasks have been written to ensure the principles outlined on page 59 are met.

Where a centre adapts a task or designs their own task, the centre is expected to have in place a process for quality assuring the fitness for purpose for all tasks. Evidence of this activity may be requested during the external moderation period.

Use of 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.

Resources

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

Supervision and authentication

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

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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 but 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.

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.

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They should also have access to a lead assessor (internal quality asssurer) 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 any specified conditions
- they are clear about the requirements of the learning outcomes, assessment criteria and any assessment requirements 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 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 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).

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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)
- copy of the task sheet(s)
- a signed authentication sheet by the candidate and assessor.

Ring binders and plastic wallets should not be used

3.3 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 (internal quality assurer).

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.

Evidence of standardisation may be submitted with as part of the external moderation process.

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4 Entry procedures

The Work Welsh qualifications are available for certification for each January and June moderation series (from June 2020 onwards).

Entries for the January moderation series should be submitted by 21 October. Entries for the June moderation series should be submitted by 21 February.

Unit entry

Entry for individual units must be made by submitting the relevant unit codes.

Entry 3		
Unit No.	**Unit Title**	**Unit Code**
1	Speaking Welsh in the Workplace	P90CN1
2	Listening and Writing	P90CN2
3	Reading and Writing	P90CN3
4	Writing for a Purpose	P91CN4

Level 1		
Unit No.	**Unit Title**	**Unit Code**
1	Speaking Welsh in the Workplace	P911N1
2	Listening and Writing	P911N2
3	Reading and Writing	P911N3
4	Writing for a Purpose	P951N4

Level 2		
Unit No.	**Unit Title**	**Unit Code**
1	Speaking Welsh in the Workplace	P922N1
2	Listening and Writing	P922N2
3	Reading and Writing	P922N3
4	Writing for a Purpose	P952N4

Level 3		
Unit No.	**Unit Title**	**Unit Code**
1	Speaking Welsh in the Workplace	P933N1
2	Listening and Writing	P933N2
3	Reading and Writing	P933N3
4	Writing for a Purpose	P953N4

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Qualification entry

Learners will be entered for the qualification when entering for aggregation (cash-in). Aggregation does not take place automatically: it is necessary to enter the relevant code below for aggregation to take place.

Route A Speaking:

Entry Pathway Award in Work Welsh (Entry 3)	P90CCA
Level 1 Pathway Award in Work Welsh	P911CA
Level 2 Pathway Award in Work Welsh	P922CA
Level 3 Pathway Award in Work Welsh	P933CA

Route B Writing:

Entry Pathway Award in Work Welsh (Entry 3)	P91CCA
Level 1 Pathway Award in Work Welsh	P951CA
Level 2 Pathway Award in Work Welsh	P952CA
Level 3 Pathway Award in Work Welsh	P953CA

Resit arrangements

Candidates can resit units at any moderation point. Candidates must complete a new assessment. Assessors may need to adapt the task or develop a new one to cover all the assessment criteria.

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5 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 in January and June each year. Centres must submit the 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.

Centres should ensure they keep all candidate work not sent to the moderator in their possession for two months after the closing date for sending samples for moderation as we may request additional samples or external quality assurers may visit the centre during the moderation period.

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.

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.

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6 Awarding, reporting and post results services

Awarding and Reporting

Awarding and reporting of results in WJEC Work Welsh/Cymraeg Gwaith 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.

Post-results services

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.

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ENTRY PATHWAYS

CANDIDATE AUTHENTICATION SHEET

This sheet must be included with each candidate's folder submitted for standardisation

UNIT TITLE(S) ……..

……..

……..

Centre Name …… Centre Number……

Candidate Name …… Candidate Number……

NOTICE TO CANDIDATES

The work you submit for assessment must be your own.

If you copy from someone else, allow another candidate to copy from you, or if you cheat in any other way, you may be disqualified from (at least) the qualification concerned.

Declaration by Candidate

I have read and understood the Notice to Candidates (above). I have produced the attached work without any help other than that which my teacher has explained is acceptable within the specification.

Candidate's Signature: **Date:**

Declaration by Teacher

I confirm that the candidate's work was conducted under the conditions laid out by the specification.

I have authenticated the candidate's work and am satisfied that to the best of my knowledge the work produced is solely that of the candidate.

Teacher's Signature: **Date:**

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