

# GCSE

## Welsh Second Language

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	Page
<b>Full Course in Welsh Second Language</b>	<b>1 - 38</b>
<b>Welsh Second Language Short Course</b>	<b>39 - 73</b>



# Contents

## WJEC: GCSE Full Course in Welsh Second Language

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	<b>Page</b>
<b>Assessment Summary</b>	<b>4</b>
<b>Preface</b>	<b>5</b>
<b>Aims</b>	<b>7</b>
<b>Assessment Objectives</b>	<b>9</b>
<b>Scheme of Assessment</b>	<b>10</b>
<b>Specification Content</b>	<b>12</b>
<b>Key Skills</b>	<b>26</b>
<b>Grade Descriptions</b>	<b>26</b>
<b>Appendix 1: Key Skills</b>	<b>28</b>

## WJEC: Full Course in Welsh Second Language

### ASSESSMENT SUMMARY

<b>Oral Examination – 20% (5 -10 minutes)</b>
Pair / group activities
<b>Listening Examination – 10% (approx. 3/4 hour)</b>
<b>Written Examination – 30% (2 hours)</b>
Reading – 15%
Writing – 15%
<b>Internal Assessment of course work - 40%</b>
Oral – 20%
Reading – 10%
Writing – 10%

# WJEC: GCSE Full Course in WELSH SECOND LANGUAGE

## **1** INTRODUCTION

### Criteria for GCSE

This specification meets the General Criteria for GCSE and the Subject Criteria for GCSE full course in Welsh Second Language published by ACCAC. The internal and external assessments, the awarding and reporting will be held according to the regulatory authorities' code of practice. This qualification will be assessed according to the codes of practice published by the regulatory authorities. The qualification can be taken through the medium of Welsh only. GCSE Welsh Second Language Short Course is also offered. Only half of the content of the full course specification is to be found in the short course specification.

The GCSE qualifications are reported on an eight point scale from A\* to G, where A\* is the highest grade. The attainment of pupils that do not succeed in reaching the lowest possible standard to achieve a grade is recorded as U (unclassified) and they do not receive a certificate.

Every candidate must be registered for **either** the Foundation Tier (grades C – G) **or** the Higher Tier (grades A\* - D). Where a candidate for the Higher Tier achieves less than the minimum required for a D grade, a safety net has been provided, which is grade E. Lower than this and the result is reported as U.

GCSE qualifications are expected to broadly correspond to Vocational GCSEs as follows:

two GCSE qualifications at grades D to G and two GCSE qualifications at grades A\* to C correspond in turn to one three unit Vocational GCSE at foundation level and intermediate level;

four GCSE qualifications at grades D to G and four qualifications at grades A\* to C correspond in turn to one six unit Vocational GCSE at foundation level and intermediate level.

### Rationale

This specification will provide experiences which will give all candidates the opportunity to reach his/her full potential in Welsh according to his/her ability and needs. The aim is to ensure that candidates are aware of the use made of Welsh in modern Wales, nurturing a positive attitude towards the Welsh language and its culture. The skills of candidates are developed to use the language for effective and purposeful communication.

## **Prior Learning**

Although there are no specific requirements regarding prior learning, this specification builds upon the Programmes of Study for Welsh Second Language in Key Stages 1 – 3.

This specification was formulated most specifically for those candidates who have demonstrated most of the National Curriculum Level 3 attainment features at Key Stage 3.

This specification may be studied by any candidate whatever their sex, ethnic, religious or cultural background.

## **Progression**

For most candidates, this specification builds upon the Programmes of Study for Welsh Second Language in Key Stages 1 – 3 and the skills, knowledge and understanding needed at Key Stage 3. This examination will be a secure foundation for those candidates who wish to continue with their studies in Welsh by following GCE AS/A level in Welsh Second Language or the Vocational GCE AS in Welsh Second Language. The specification also offers opportunities for the world of work and further education within employment.

## **Time for Learning**

It is recommended that approximately 5 hours per fortnight should be allowed for studying a GCSE full course in Welsh Second Language.

## **Overlap and Restrictions on Entry**

This examination is intended for candidates:

- whose first language is not Welsh;
- who received their knowledge of Welsh mainly through the Welsh Second Language programme of study in their primary and/or secondary school;
- where Welsh is not the every day language of the home;
- that have not followed the Welsh Programme of Study in Key Stage 3.

No candidate who is deemed suitable to sit the GCSE examination in Welsh or the GCSE examination in Welsh Literature should be considered for this examination. Candidates for the GCSE full course in Welsh Second Language may not sit a GCSE short course in Welsh Second Language nor a Foundation and Intermediate Award in Welsh Second Language.

The classification code for this specification is: 5515

Centres should be aware that candidates who enter for more than one GCSE qualification with the same classification code will have only one grade (the highest) counted for the purpose of the Schools and Colleges Performance Tables.

## Candidates with Particular Requirements

Details of special arrangements and special consideration for candidates with particular requirements are contained in the Joint Council for General Qualifications document (JCGQ) *Candidates with Special Assessment Needs: Regulations and Guidance*. Copies are available from the WJEC.

## 2

### AIMS

The specification for the GCSE full course in Welsh Second Language aims to ensure that students have the opportunity to:

- show interest, pleasure and enthusiasm while studying the Welsh language;
- contribute substantially to discussions, using language that is suitable for the purpose and the audience;
- respond to a wide range of reading materials, including some published material;
- write in a wide range of forms for a variety of purposes, giving attention to purpose, audience and accuracy.

### The spiritual, moral, ethical, social and cultural dimension

The GCSE full course in Welsh Second Language is, in its essence, a course which insists that candidates consider spiritual, moral, ethical and cultural matters when reading, discussing orally and writing. The opportunities arise when reading, presenting information and discussing controversial issues orally and in writing during the course and when preparing for the examination papers (oral, reading and writing) at the end of it.

For example, pupils are expected to read varied factual and imaginative material (AA2), to discuss controversial issues orally in groups while behaving politely and responsibly (AA1), and to write for various purposes taking into consideration the purpose of the task and the nature of the audience (AA3).

### Citizenship

The GCSE full course in Welsh Second Language specification offers candidates opportunities to develop communication skills which enable them to express and develop their viewpoint both in writing and orally, encouraging them to consider other viewpoints critically and constructively. This ability to come to a reasoned decision, after due consideration, is an essential skill in the development of individual citizenship. Citizenship is to do with developing a social and moral responsibility, taking part in the community's activities and developing a political literacy. Welsh Second Language expects candidates to consider elements of citizenship by dealing with social themes in a critical and creative way, for example, discussing the environment and equal opportunities. Candidates are encouraged to show personal responsibility and responsibility as part of a group as regards their approach to themselves and towards others.

The oral examination will include group work and candidates are asked to voice an opinion on social themes. Also, candidates are given an opportunity to respond to social themes when writing folio tasks and when preparing for the written examination.

This specification is central to the development of a variety of Key Skills. These key skills are of paramount importance to individuals in the big wide world.

### **The European dimension including health and safety**

The GCSE full course in Welsh Second Language specification, through the medium of the contexts introduced as topics to be taught, presents a work programme which offers opportunities to extend the candidates' consciousness of the importance of Welsh, the oldest living language in Europe, in modern Wales and in the literary tradition of Europe. For example, when discussing holidays in Wales, the topic can be extended to discuss holidays in Europe and when discussing culture in Wales, a discussion about the eisteddfod, for example, could be extended to include the Llangollen International Eisteddfod.

Opportunities to discuss health and safety arise when dealing with the 'work' and 'image' contexts.

### **Opportunities to use Information Technology**

The GCSE full course Welsh Second Language specification offers candidates opportunities to use Information Technology to complete written course work. Candidates are given the opportunity to use the World Wide Web to find information that can be used in course work tasks and candidates should be encouraged to complete course work on a computer as long as that is practically possible.

### **Y Cwricwlwm Cymreig**

Candidates will be given opportunities, throughout the course, to develop and apply their knowledge and understanding of the cultural, economic, environmental, historic and linguistic features of Wales.

### **3 ASSESSMENT OBJECTIVES**

The assessment objectives are weighted as follows:

Assessment Objective 1– Oracy	<ul style="list-style-type: none"> <li>• use language in a variety of situations; develop the ability to deal with a range of oral communication forms and respond to various stimuli including some authentic material.</li> </ul>	50%
Assessment Objective 2 – Reading	<ul style="list-style-type: none"> <li>• read and understand a range of materials, convey the meaning to others and respond to the materials read expressing an opinion on the content, the form and the language, and support viewpoints by referring to the text.</li> </ul>	25%
Assessment Objective 3 – Writing	<ul style="list-style-type: none"> <li>• write Welsh using a variety of forms and for different purposes; show the ability to use a variety of words, sentences and phrases effectively; be increasingly careful in order to achieve accuracy.</li> </ul>	25%

## 4 SCHEME OF ASSESSMENT

The assessment objectives listed in Section 3 are weighted as follows:

AA1 (Oracy) – 50%

AA2 (Reading) – 25%

AA3 (Writing) – 25%

The full course candidates will use Welsh in social, vocational and imaginative contexts.

### Internal Assessment of course work

This assessment is based on creating **two** packs of tasks on specific subjects which will integrate the language skills and which will be connected to the **Work** and **Literature** contexts; both packs will contain tasks as noted below:

		<b>Work</b> context	<b>Literature</b> context
<b>AA1 - (20%)</b>	<b>Oracy:</b>	A role play task <b>or</b> an individual presentation *	A role play task <b>or</b> an individual presentation *
<b>AA2 - (10%)</b>	<b>Reading:</b>	1 task – oral <b>or</b> written response **	1 task – oral <b>or</b> written response **
<b>AA3 - (10%)</b>	<b>Writing:</b>	1 task	1 task

\* A role-play task should be included in one pack and an individual presentation in the other.

\*\* An oral response to reading should be included in one pack and a written response to reading in the other.

### External Assessment

This assessment will be connected to the following contexts: **The Square Mile, Wales.Com, Leisure and Image.**

<b>AA1 - Oracy (30%)</b>	<b>Oral 20%</b> (approx. 5-10 minutes)  <b>Listening: 10%</b> Higher – approx. 3/4 hour Foundation – approx. 1/2 hour	1 pair / group task  3 questions
<b>AA2 – Reading - (15%)</b>  <b>AA3 – Writing - (15%)</b>	<b>Reading and Writing (30%) – 2 hours</b>  <b>Reading:</b>  <b>Writing:</b>	3 questions  3 questions

### Summary of Assessment

Element	AA1 (50%) Oracy	AA2 (25%) Reading	AA3 (25%) Writing	Total
Internal	20	10	10	40
External	30	15	15	60
Total	50	25	25	100

**The examination papers (Listening, Reading and Writing) will be aimed at two tiers of GSCE grades: A\* - D (Higher Tier) and C – G (Foundation Tier).**

For internal assessments of Oral, Reading and Writing coursework, mark schemes will be prepared for each skill that span the whole range of ability. Each candidate's achievement should be recorded in accordance with the assessment criteria.

Centres must ensure that the tasks which are set for individual candidates enable them to achieve the best possible grade according to their ability. (See *Asesu Mewnol – Gwaith Cwrs, Cymraeg Ail Iaith (Cwrs Llawn / Cwrs Byr)* for examples of coursework tasks.)

# 5 SPECIFICATION CONTENT

## 5.1 Topics for the Foundation Tier

The course will concentrate on **six** specific contexts:

1 THE SQUARE MILE	2 WALES.COM	3 LEISURE	4 IMAGE	5 WORK	6 LITERATURE
<ul style="list-style-type: none"> <li>• The family</li> <li>• Family occasions</li> <li>• Family holidays</li> <li>• The home</li> <li>• Conflict</li> <li>• The area</li> <li>• Local attractions</li> <li>• Facilities for young people</li> <li>• Local schools</li> </ul>	<ul style="list-style-type: none"> <li>• Holidays in Wales</li> <li>• Wales and the World</li> <li>• Famous Welsh people</li> <li>• The Urdd</li> <li>• Cardiff</li> <li>• S4C</li> <li>• Radio Cymru</li> </ul>	<ul style="list-style-type: none"> <li>• Socialising / going out</li> <li>• Sport</li> <li>• Television and radio</li> <li>• Films and video</li> <li>• Computers and the web</li> <li>• Pop singing / music</li> <li>• Friends (school/ best / pen / new)</li> <li>• Interests / hobbies</li> </ul>	<ul style="list-style-type: none"> <li>• Shopping centres</li> <li>• Handling money</li> <li>• Shopping on the Web</li> <li>• Fashion</li> <li>• Clothes / hair</li> <li>• Mobile phones</li> <li>• School rules</li> <li>• Smoking, drinking alcohol and taking drugs</li> <li>• Eating healthily and keeping fit</li> </ul>	<ul style="list-style-type: none"> <li>• The future (6<sup>th</sup> form, college, work, careers)</li> <li>• Applying for a job</li> <li>➤ The advertisement</li> <li>➤ The form and letter of application</li> <li>➤ The interview</li> <li>• GCSE / vocational qualifications</li> <li>• Work experience</li> <li>• Part-time jobs</li> <li>• Welsh and Work</li> </ul>	<p><b>Picture</b></p> <ul style="list-style-type: none"> <li>• Television programmes</li> <li>• Films (cinema / video / DVD)</li> <li>• Plays / Shows (theatre)</li> <li>• Computer games</li> </ul> <p><b>Literature</b></p> <ul style="list-style-type: none"> <li>• Letters</li> <li>• Magazines and books</li> <li>• Poems / pop songs</li> <li>• Short stories</li> <li>• Scripts / playlets</li> <li>• Novels</li> </ul>

**Topics for the Higher Tier**

The course will concentrate on **six** specific contexts:

1 THE SQUARE MILE	2 WALES.COM	3 LEISURE	4 IMAGE	5 WORK	6 LITERATURE
<ul style="list-style-type: none"> <li>• The family</li> <li>• Family occasions</li> <li>• Family holidays</li> <li>• The home</li> <li>• Conflict</li> <li>• The area</li> <li>• Local attractions</li> <li>• Facilities for young people</li> <li>• Local schools +</li> <li>• The area's Welshness</li> <li>• The local environment (litter/ vandalism)</li> <li>• Local media (<i>papurau bro</i> / radio / television)</li> </ul>	<ul style="list-style-type: none"> <li>• Holidays in Wales</li> <li>• Wales and the World</li> <li>• Famous Welsh people</li> <li>• The Urdd</li> <li>• Cardiff</li> <li>• S4C</li> <li>• Radio Cymru +</li> <li>• Welsh Culture</li> <li>• The Assembly</li> <li>• News of Wales</li> </ul>	<ul style="list-style-type: none"> <li>• Socialising / going out</li> <li>• Sport</li> <li>• Television and radio</li> <li>• Films and video</li> <li>• Computers and the web</li> <li>• Pop singing / music</li> <li>• Friends (school/ best / pen / new)</li> <li>• Interests / hobbies +</li> <li>• Tension between friends / bullying</li> <li>• Chat rooms</li> <li>• Sport – players' wages, hooliganism</li> </ul>	<ul style="list-style-type: none"> <li>• Shopping centres</li> <li>• Handling money</li> <li>• Shopping on the Web</li> <li>• Fashion</li> <li>• Clothes / hair</li> <li>• Mobile phones</li> <li>• School rules</li> <li>• Smoking, drinking alcohol and taking drugs</li> <li>• Eating healthily and keeping fit +</li> <li>• Peer pressure and lawbreaking</li> <li>• The rights of young people and animals</li> <li>• The image of pop, sport and film stars</li> </ul>	<ul style="list-style-type: none"> <li>• The future (6<sup>th</sup> form, college, work, careers)</li> <li>• Applying for a job               <ul style="list-style-type: none"> <li>➤ The advertisement</li> <li>➤ The form and letter of application</li> <li>➤ The interview</li> </ul> </li> <li>• GCSE / vocational qualifications</li> <li>• Work experience</li> <li>• Part-time jobs</li> <li>• Welsh and Work +</li> <li>• Voluntary work (different organisations, raising money, arranging an event)</li> <li>• Unemployment</li> <li>• Equal opportunities</li> </ul>	<p><b>Picture</b></p> <ul style="list-style-type: none"> <li>• Television programmes</li> <li>• Films (cinema / video / DVD)</li> <li>• Plays / Shows (theatre)</li> <li>• Computer games</li> </ul> <p><b>Literature</b></p> <ul style="list-style-type: none"> <li>• Letters</li> <li>• Magazines and books</li> <li>• Poems / pop songs</li> <li>• Short stories</li> <li>• Scripts / playlets</li> <li>• Novels</li> </ul>

## 5.2 Internal Assessment – Course Work (40%)

### Oracy, Reading and Writing

This assessment will be based on creating **two** packs of tasks on specific topics, which will integrate the language skills. One pack will be associated with the **Work** context and the other will be associated with **Literature**. Both packs should contain tasks as noted below.

Assessment Objective	Tasks		Weighting
	Work context	Literature context	
<b>Oracy:</b>	A role play task <b>or</b> an individual presentation *	A role play task <b>or</b> an individual presentation *	20%
<b>Reading:</b>	1 task – an oral <b>or</b> a written response **	1 task – an oral <b>or</b> a written response **	10%
<b>Writing:</b>	1 task	1 task	10%

No specific topic is set in the specification for this work but candidates and their teachers should discuss a range of possible topics which are suitable for the contexts, choosing the topic most suitable for the candidates.

An attempt should be made to ensure that the topics are of interest to the candidates, that they are relevant to their lives and are totally suitable. In creating the pack, the individual tasks should deal with different aspects of the central topic rather than repeating the same information so that they create an all-inclusive, varied and interesting package.

- \* A role-play task should be included in one pack and an individual presentation in the other pack.
- \*\* An oral response to reading should be included in one pack and a written response to reading in the other.

### Duration of the tasks:

The duration of the tasks are expected to be as follows

Task	Foundation Tier	Higher Tier
Oral – Individual	About 3-4 minutes	About 4-5 minutes
Writing	About 150 words	About 250 words

**The language and expression of the candidates are assessed in the oracy, reading and writing tasks as well as the content. Half the marks are awarded for the content of their contributions and half the marks for the quality of their language and expression in the spoken and written tasks. Up to 20% of the marks are awarded for the quality of the language and expression in the responding to reading tasks.**

Every candidate is expected to keep a folio of the work done by him/her during the course. In this case, folio means a collection of the candidate's original work to be presented in an A4 folder not a file. The course work is assessed internally by the candidate's teacher and the assessment is moderated through arrangements by the Examination Board.

The work should be presented in a manageable form for the convenience of the moderator e.g. using a folder not a file, writing on only one side of the page, ensuring that the audio tape presented as a sample to the moderator has been wound to the appropriate place.

Because reading, viewing and listening materials are important as stimuli for the work, a copy of the print material should be included in the candidate's folio and where this is not practically possible (audio and video tapes, websites etc.) specific references to the sources and detailed descriptions of these materials should be included so that satisfactory background information is provided for the moderator.

It is emphasised that it is the candidate's original work which is expected and if sections are included that are not original work, the sources should be noted clearly. The teacher should not, on any account, accept work that has been copied or translated.

### **Working under Supervision**

- **All** the tasks should be completed under the supervision of a teacher although the candidates have the right, indeed they are encouraged, to research and prepare on their own.

### **Oral Tasks**

- Candidates will be allowed to use suitable material e.g. bullet points that include statistics, facts, examples, and relevant quotes for the oral tasks. However, he/she **will not be allowed** to use a **script** that has been prepared beforehand.

### **Reading Tasks**

- Candidates will be allowed to use dictionaries for the reading tasks.
- Candidates will not be allowed to consult with each other.
- Up to **1 hour** will be allowed to complete each task.
- Candidates with special needs will be allowed extra time.

### **Written Tasks**

- Candidates will be allowed to use dictionaries or other suitable material e.g. bullet points that include statistics, facts, examples and relevant quotes for the written tasks.
- Candidates will not be allowed to consult with each other.
- **1 hour** will be allowed to complete each task.
- Candidates with special needs will be allowed extra time.

Candidates should be encouraged to use Information Technology when completing the course work e.g. looking for information on the Web and producing tasks on a computer, posting information on the school's website etc., as long as this is practically possible.

Setting the same tasks for candidates that encompass the whole spectrum of ability should be avoided unless they are suitable for them. Ideally it would be better if tasks could be set for groups or for individuals.

Below are examples of tasks that candidates could accomplish: (details of tasks which are possible can be found in the booklet *Asesu Mewnol – Gwaith Cwrs, Cymraeg Ail Iaith (Cwrs Llawn/Cwrs Byr)*)

	<b>Work</b>	<b>Literature</b>
<b>Oral</b>	<ul style="list-style-type: none"><li>• Discuss part-time work</li><li>• Discuss work experience</li><li>• Respond to a simple advert e.g. phoning for details</li><li>• Have an interview</li><li>• Role play with the tutor, e.g. someone paying for goods in a shop / a waiter/waitress and a customer in a restaurant</li></ul>	<ul style="list-style-type: none"><li>• Respond to pictures that represent types of films</li><li>• Role play based on a picture</li><li>• Develop a story based on a picture / picture strip</li><li>• Give a dramatic presentation to a group</li></ul>

	<b>Work</b>	<b>Literature</b>
<b>Reading</b>	<p>Respond in writing to different stimuli e.g.</p> <ul style="list-style-type: none"> <li>• Tick pictures</li> <li>• Fill gaps</li> <li>• Rearrange paragraphs</li> <li>• Information leaflet</li> <li>• Answer questions</li> <li>• Write, e.g. e-mail, report etc., based on something which has been read</li> <li>• Make a shortlist of 2/3 based on 5 application letters</li> </ul> <p><b>Possible stimuli:</b></p> <ul style="list-style-type: none"> <li>• Some authentic material, e.g. adverts, leaflets about specific workplaces, (e.g. tourist attractions), bus timetables, descriptions of holidays offered by bus companies</li> <li>• Suitable articles about companies / business people (e.g. a Welsh waffle company, the Llaeth y Llan company etc.)</li> <li>• A descriptive paragraph</li> <li>• A suitable article from a <i>papur bro</i> / from a magazine for learners</li> <li>• Letters of application</li> </ul> <p>Respond orally to different stimuli e.g.</p> <ul style="list-style-type: none"> <li>• After reading details about a workplace, note the positive / negative things about the workplace</li> <li>• Make a shortlist of 2/3 on the basis of 5 application letters</li> </ul>	<p>Respond in writing to different stimuli e.g.</p> <ul style="list-style-type: none"> <li>• Tick pictures</li> <li>• Fill gaps</li> <li>• Rearrange paragraphs</li> <li>• Information leaflet</li> <li>• Answer questions</li> <li>• Write, e.g. a story, a review, a portrait etc., based on something which has been read.</li> </ul> <p><b>Possible stimuli:</b></p> <ul style="list-style-type: none"> <li>• A script</li> <li>• A picture strip</li> <li>• Part of a story</li> <li>• Descriptive paragraph</li> <li>• A paragraph including exciting events</li> <li>• A suitable complete poem (e.g. from the volume <i>Poeth</i>)</li> <li>• A short story</li> <li>• A whole chapter from one of the WJEC's factual books etc.</li> </ul> <p>Respond orally to different stimuli e.g.</p> <ul style="list-style-type: none"> <li>• After reading about a character in a story, present the character to a friend / teacher</li> <li>• After reading (a chapter of) a story, present the main events to a friend / to others to try and tempt them to read the story</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>• A form</li> <li>• An e-mail message</li> <li>• A conversation</li> <li>• An advertisement</li> <li>• A description</li> <li>• A letter</li> <li>• An article</li> <li>• A report</li> <li>• A poster</li> <li>• A diary</li> <li>• An information leaflet</li> <li>• A news item</li> </ul>	<ul style="list-style-type: none"> <li>• A conversation</li> <li>• A description</li> <li>• A postcard</li> <li>• A story</li> <li>• A letter</li> <li>• An article</li> <li>• A report</li> <li>• A review</li> <li>• A soliloquy</li> <li>• A diary</li> <li>• A portrait</li> </ul>

## Assessment

### (a) Marking

- The course work tasks in Oral, Reading and Writing should be marked according to the mark schemes in the booklet *Asesu Mewnol – Gwaith Cwrs, Cymraeg Ail Iaith (Cwrs Llawn/Cwrs Byr)*.
- When assessing the oral and written elements half the marks should be awarded for the quality of language and expression and the other half for content. When assessing the language and expression, emphasis is placed on the linguistic elements listed in the Language Appendix on page 23 of this specification.
- When assessing the response to reading, 20% of the marks should be awarded for the quality of language.
- The tasks will be marked when they are presented to the teacher during the course.
- The teacher should leave his/her corrections, and the comments addressed to the candidate, on the tasks.
- The teacher is expected to mark the course work out of a total of **80**: (Oral – 40; Reading – 20; Writing – 20 (40/2))

### (b) Moderation

- The centre must send a sample of tasks to the external moderator by a given date at the end of the Easter term in the last year of the course.
- The original stimulus given to the candidate should be noted.
- Any preparation by the candidate him/herself and any help/guidance given by the teacher should be noted.
- The date the task was completed should be noted as well as any notes/comments relevant to the moderator - such as how the task was completed and any reference material used.
- A form is provided to note these details.
- Thorough internal moderation is essential. Centres must moderate assessments across different teachers and teaching groups.
- Further instruction will be given to teachers or individual centres when a moderator is not satisfied that centres have met the WJEC course work requirements. Where a substantial problem arises, the WJEC will recommend further tasks and will monitor the arrangements of the centre as regards marking and moderation as long as it is deemed necessary.
- Full details about choosing a sample can be found in the *Course Work Administration Handbook (Llawlyfr Gweinyddu Gwaith Cwrs)* which is published annually.

### (c) Drafting

- A candidate should not rewrite or correct a folio task after the teacher has corrected it i.e. no mark should be given on any account for work which has been corrected in earlier drafts.

### (ch) Recording marks

The marks of all candidates are recorded on the computerised “C” forms which are normally completed at the end of April/ beginning of May.

**5.4 External Assessment – Final Assessment (60%)****Oracy, Reading and Writing**

A series of external examinations are set connected to the following contexts: **The Square Mile, Wales.Com, Leisure and Image** and questions from each of the four contexts will arise in the final examination. Separate papers will be set for Foundation Tier and Higher Tier candidates.

<b>Oracy (30%)</b>  <b>Oral 20%</b> 5 – 10 minutes  <b>Listening 10%</b> Higher – approx. 3/4 hour Foundation – approx. 1/2 hour	   1 pair / group task   3 questions
<b>Reading and writing (30%) – 2 hours</b>  <b>Reading: 15%</b>  <b>Writing: 15%</b>	   3 questions   3 questions

The Listening, Reading and Writing papers will include 1 question which will overlap the two Tiers.

### 5.4.1 Oracy (Speaking, Listening and Viewing) (30%)

The candidates should have had enough opportunities during the two years before the examination to practice their oral skills in groups. Taking advantage of opportunities to present information and voice opinions on a variety of topics will enrich the experience of the pupils, develop their oral skills and prepare them for the external examinations.

In the oral examination candidates are expected to show that they can take part in group discussions, present information and voice opinions.

#### Assessment

**The candidates' language and expression are assessed in the oral task. Half the marks are awarded for the content of their contributions and half the marks for the quality of language and expression.**

Full details about the oral examination including dates, recommendations about preparing candidates, the arrangements for the day of the examination, recording, standardising a sample of groups and assessment are given in the booklet *Welsh Oral Examinations (Arholiadau Llafar Cymraeg)* which is published annually.

#### (a) Administering the oral examinations

- The candidates are assessed by a formal examination which is held usually after Easter.
- Two specific days are assigned for the oral exams.
- The examinations are set externally by the WJEC. The oral examination papers will arrive in the centres in good time to administer the examinations on the predetermined days. The task for pairs/groups gives candidates the opportunity to convey personal and imaginative experiences and to convey and support opinions.
- Dictionaries are not allowed in the external oral assessment.
- Every candidate must be examined and on the basis of the teachers' knowledge of the candidates, groups should be formed that do not contain more than 3 candidates. Teachers should ensure, as far as possible, that the members of the pairs/groups, even if they do not represent exactly the same marks, at least represent the same grade.

There will be a choice of oral stimuli for this examination. There will be a choice of three tasks for the Foundation Tier and a choice of three tasks on the Higher Tier. Different examination papers will be provided for the two days.

Foundation Tier candidates will be expected to discuss a topic and follow a series of leading questions as well as respond to a series of pictures on the subject in question. Candidates on the Higher Tier will be given a choice of **either** a picture **or** a statement **or** a video as a stimulus. These will be stimuli to begin a discussion only, and reference may be made to other relevant matters that are not mentioned in the stimuli presented. The most suitable stimulus and task should be chosen for each pair/group before the examination and then about 10 minutes allowed for each pair/group to prepare (that is, the time it takes the previous pair/group to complete their task).

Task	Foundation Tier	Higher Tier
Oral – Pair <b>or</b>	Approx. 4-6 minutes	Approx. 6-8 minutes
Oral – Group	Approx. 6-8 minutes	Approx. 8-10 minutes

- The pair/group examination should be started by stating the name and number of the centre and asking the candidates to introduce themselves.
- The candidates should be asked to discuss the topic given to them for the pair/group task, expressing their personal opinion, and they should be allowed to do so fairly independently although it is possible to interrupt occasionally to move the discussion forward. (See the Role of the Examiner).
- On the day of the examination a mark out of **28 (Foundation Tier)** and **40 (Higher Tier)** must be noted for each candidate.
- Centres should ensure that the name and number of the centre, as well as the names and marks of the candidates can be heard clearly on the tape.

**(b) The Role of the Examiner (teacher)**

During the **pair/group task** the examiner (teacher) should **give the pair/group the opportunity to discuss fairly independently**. If required the examiner should:

- encourage discussion;
- encourage a change in direction in the discussion;
- ask a candidate to offer evidence to confirm ideas or to develop an argument;
- ensure that each candidate has an opportunity to respond.

**(c) Moderation**

- During the examination period, each centre is asked to record each pair/group's examination, mark the work and moderate the school's marks before a sample is sent to a moderator appointed by the WJEC.
- The sample must contain an example of groups working on each grade (A\* - G) which represent every teaching class. Where this is not possible, a minimum of 5 pairs/groups is asked for which represent different grades across all the teaching classes in the year.
- The marks given to each candidate included in the sample should be recorded on the appropriate mark sheets.

**(ch) Recording marks**

- The marks of all the candidates are recorded on the computerised "C" forms which are normally completed at the end of April/ beginning of May.

**5.4.2 Listening Comprehension Examination – 10%**

The use of dictionaries is not allowed in this examination.

A written examination is produced (approx. 45 minutes Higher Tier, 1/2 hour Foundation Tier) which will enable the candidates to show that they understand spoken Welsh in various situations including standard public language and dialects. The examination will be recorded on an audio cassette. The examination will contain **3** questions including one overlapping question which is common to the two tiers.

**5.4.3 Written Examination – Reading and Writing (2 hours) (30%)**

The use of dictionaries is not allowed in this examination.

Two examination papers are set: one for grades C – G and the other for grades A\* - D. The work is assessed externally.

### Reading (15%)

Candidates are expected to show that they can understand the content of pieces of a different nature, choosing the facts that are relevant to specific purposes. 3 reading questions are set with one overlapping question common to both tiers.

**The candidates' language is assessed as they respond to the reading passages.** 20% of the marks for responding to reading are awarded for the quality of the candidates' language.

During the course, opportunities should be given to the candidates to read and respond to a range of different materials including some authentic material, e.g.

- a profile
- a letter
- a fax
- an e-mail
- a memo
- an advertisement
- a dialogue
- a factual book
- a story / novel for learners
- a poem
- information from the Web
- a magazine
- *papur bro*
- suitable leaflets.

### Writing (15%)

Candidates are expected to show that they can write in various forms and for different purposes. 3 questions are set with one overlapping question common to both tiers.

Candidates are expected to show that they can write Welsh effectively, using a range of vocabulary and language patterns suitable for the purpose and the audience. **Half the marks are awarded for the content and half for the quality of the language and expression.**

During the course candidates should be given opportunities to express personal and imaginative experiences, present information and create various pieces that record and present facts, voice an opinion and write formally and informally. Candidates should be given opportunities to write in different forms, e.g.

- a post card
- a letter
- a fax
- an e-mail
- a memo
- a dialogue
- a diary
- an information leaflet
- an article
- a report
- an essay
- a story.

## LANGUAGE APPENDIX

### Foundation Tier

#### Verbs

Every person in the affirmative, negative and interrogative in the following tenses:

- Present (*rydw i*)
- Perfect (*rydw i wedi*)
- Perfect continuous (*rydw i wedi bod*)
- Imperfect (*roeddwn i*)
- Future (*bydda i*)
- Past (short form): regular (*prynais i*) and irregular verbs – (*mynd, dod, cael, gwneud*)
- Conditional – the first and second person singular and plural (*hoffwn i, baset ti*)

Imperative:                   second person singular and plural, recognise the endings *-a/-wch* (*cerdda, cerddwch*)  
negative forms – *Peidiwch â, Paid â*

The most common interrogative forms *Oes?* (Is/are there?) *Oedd?* (was/were there?) *Ydy?* (Is?)  
*Fydd?* (Will?)

#### Questions

- Where?     *Ble?*
- Why?       *Pam?*
- When?      *Pryd?*
- Who?       *Pwy?*
- What?       *Beth?*
- Which?     *Pa?*
- How?        *Sut?*
- How many/How much of?   *Sawl/Faint o?*
- What time?   *Faint o'r gloch?*
- May I?       *Ga i?*

#### Pronouns (every person)

- Simple pronouns (me, you / *fi, ti*)
- Relative pronouns (my, your / *fy, dy*)

#### Adjectives

- The normal position for an adjective
- Qualifying adjectives (very, too / *iawn, rhy*)

#### The article

the (*y/yr/r*)

#### Conjunctions

and, or, but, because (*a/ac, neu, ond, achos*)

### Prepositions – awareness of how prepositions are conjugated

- For *Am*
- On *Ar*
- To *At*
- Under *Dan*
- In *Yn*
- To *I*
- From *O*
- By *Wrth*
- Through *Drwy*
- With *Gyda*
- Over *Dros*
- Without *Heb*
- By *Gan*

### Nouns

- Singular and plural forms (*merch, merched; bachgen, bechgyn*)
- Singular forms after numerals (*saith merch, tri bachgen*)

### Time and dates

- Time
- Days of the week
- Months of the Year
- The seasons

### Numerals and ordinals

- Decimal method (*tri deg plentyyn*)
- Traditional numerals for time (11 – 25)

### Adverbs

- The most common adverbs (e.g. *ddoe, heddiw, yfory*)

### Greetings

#### Idiomatic structures

- *gan/gyda* *e.e. Mae'n ddrwg gen i/Mae'n well gyda hi*
- *i* *e.e. Mae rhaid i fi*
- *ar* *e.e. Mae angen dillad newydd arno fe*

### Mutations

Awareness of mutated forms

## Higher Tier

The grammatical structures listed for the Foundation Tier as well as the following:

### Verbs

Every person in the positive, interrogative and negative forms:

- the conditional (would they pay? *fasen nhw'n talu?*),
- the pluperfect (I had; *roeddwn i wedi*)
- the continuous pluperfect (I had been; *roeddwn i wedi bod*)
- The habitual (I ...usually/sometimes/regularly; *Bydda i'n . . . fel arfer/weithiau/yn rheolaidd*)

The affirmative form, every person

- The conditional imperfect (If I was, if you were etc. *pe baswn i, pe baset ti a.y.y.b.*)

Prepositions following verb-nouns (look at, talk to etc.; *edrych ar, siarad â a.y.y.b.*)

### Questions

- Since when? *Ers pryd?*
- Which one? *P'un?*
- Which ones? *Pa rai?*
- How? *Pa mor?*
- Who owns? *Pwy biau?*
- To where? *I ble?*
- From where? *O ble?*

### Pronouns

- Indicative pronouns (here, there, that; *yma, yna, acw*)

### Adjectives

- Mutation after a singular feminine noun
- Compare adjectives but using 'as' (*mor*) only in the comparative (as interesting, more interesting, most interesting / *mor ddiddorol, mwy diddorol, mwyaf diddorol*)

### Prepositions

- Run the prepositions listed for the Foundation Tier
- Mutations following prepositions

### Nouns

- Gender of nouns

### Numerals and ordinals

- Masculine and feminine ordinals (three girls, four boys/ *tair merch, pedwar bachgen*)
- Numerals + year (two years, seven years old / *dwyllynedd, saith mlwydd oed*)
- Traditional numerals for money and age, 11 – 21
- Ordinals 1 – 10

### Common idioms

*mae'n debyg, erbyn hyn, gorau po gyntaf, o dro i dro ac ati.*

### Clauses

- noun clause with different forms of 'to be' (that I am, that you are; *fy mod i, dy fod ti*)

### Mutations

Knowledge of the mutations

## 6

### KEY SKILLS

Key skills are the generic skills that can help students improve their learning and their performance in education and training, in work and in life generally.

In this specification (Appendix 1) information is given about key skills on levels 1 and 2 in:

- ◆ communication
- ◆ information technology.

Added to the key skill *Application of number*, the units can be combined to gain a Key Skills Qualification. To gain this qualification students must show that they have the necessary skills by presenting a portfolio of evidence gathered during their day to day studies, in their work or in other activities, together with a suitable independent external assessment.

In this specification information is given about broader key skills on levels 1 and 2:

- ◆ working with others
- ◆ improving your own learning and performance
- ◆ problem solving

## 7

### GRADE DESCRIPTIONS

Descriptions of grades are provided to give a general indication of the attainment standards likely to be shown by candidates that were awarded particular grades. The descriptions must be interpreted in relation to that content. In practical terms, the grade awarded will depend on to what degree the candidate has met the assessment aims generally. Weaknesses in some aspects of the examination may be balanced by a better performance in other aspects.

#### Grade F

Candidates will be expected to show an understanding of oral stimuli in familiar situations; begin to contribute more than one sentence at a time when talking or conversing; offer some simple reasons to support their contributions; speak clearly using some variety of language.

Candidates will be expected to show an understanding of the general flow of suitable topics; respond simply to materials read by using information for a specific purpose.

Candidates will be expected to convey familiar experiences simply; convey factual information simply; use a varied vocabulary, phrases and simple sentences.

### **Grade C**

Candidates will be expected to show an understanding of a range of spoken language, including simple and complex sentences in a variety of contexts by responding to what they hear; converse and discuss in a variety of situations and convey their experiences with some detail, convey their viewpoints and use examples or evidence to support these viewpoints; speak freely using an increasing variety of examples and sentence patterns and exhibit an awareness of linguistic correctness.

Candidates will be expected to read and understand a selection of suitable materials; respond to various materials supporting their explanations by addressing the text; choose and use relevant information from several sources to complete specific tasks.

Candidates will be expected to convey familiar experiences and events in detail producing clear and organised work; convey factual information in detail in order to voice an opinion and support their viewpoints with reasons; choose relevant vocabulary and sentence patterns for various purposes and display some awareness of correctness.

### **Grade A**

Candidates will be expected to show increasing understanding of the oral language in a variety of formal and informal situations which are relevant to their age by summarising the main ideas and responding to what they hear; present information, discuss viewpoints, convey opinion, go into detail about the reasons and respond to the ideas of others; speak easily, confidently and generally correctly; use an increasing variety of phrases and sentence patterns and display an awareness of the need to vary the expression according to the purpose and the audience.

Candidates will be expected to read and understand a wide variety of suitable material, including some more complicated pieces; respond to challenging material, supporting their comments by referring to the text; use their reading skills to select and use information to complete a variety of tasks on topics within their experiences.

Candidates will be expected to write a variety of personal and imaginative pieces effectively producing clear and organised work; convey information and opinions on matters relevant to their age and support their viewpoints with reasons and examples; choose suitable vocabulary and sentence patterns showing an increasing awareness of linguistic correctness and tone.

## APPENDIX 1: EXEMPLIFICATION OF KEY SKILLS

*Note: If producing certain types of evidence creates difficulties, due to disability or other factors, the student may be able to use other ways to show achievement. The student should ask the tutor or supervisor for further information.*

### COMMUNICATION

#### COMMUNICATION: LEVEL 1

##### C1.1 TAKE PART IN A DISCUSSION

C1.1 Students must:	Evidence must show students can:	Examples of evidence:	Suggested context:
Take part in a <b>one-to-one</b> discussion and a <b>group</b> discussion about different, straightforward subjects.	<ul style="list-style-type: none"> <li>• Provide information that is relevant to the subject and purpose of the discussion;</li> <li>• Speak clearly in a way that suits the situation; and</li> <li>• Listen and respond appropriately to what others say.</li> </ul>	Discussion Records from an assessor who observed each discussion and noted how the student met the requirements of the Unit, or an audio/video tape of the discussions.	Preparation for the oral examination in order to respond in a group discussion.  Take part in group work tasks as preparation for the oral examination.

##### C1.2 READ AND OBTAIN INFORMATION

C1.2 Students must:	Evidence must show students can:	Examples of evidence:	Suggested context:
Read and obtain information from <b>two</b> different types of documents about straightforward subjects, including at least <b>one</b> image.	<ul style="list-style-type: none"> <li>• Read relevant material;</li> <li>• Identify accurately the main points and ideas in the material; and</li> <li>• Use the information to suit the purpose.</li> </ul>	Reading A record of what the student reads and why, including a note or copy of the image. Notes, highlighted text or answers to questions about the material read. Records of how the student used the information. E.g. in discussions for <b>C1.1</b> or writing for <b>C1.3</b> .	Preparation for the individual oral task – presenting information.  Preparation for responding in the group discussion in the oral examination.  Reading different documents when preparing the coursework portfolio; oral and written response to reading.

##### C1.3 WRITE TWO DIFFERENT TYPES OF DOCUMENT

C1.3 Students must:	Evidence must show students can:	Examples of evidence:	Suggested context:
Write <b>two</b> different types of documents about straightforward subjects. Include at least <b>one</b> image in one of the documents.	<ul style="list-style-type: none"> <li>• Present relevant information in a form that suits the purpose;</li> <li>• Ensure text is legible; and make sure that spelling, punctuation and grammar are accurate so the meaning is clear.</li> </ul>	Writing Two different documents might include a letter, a short report or essay, with an image such as a chart or sketch.	Preparation in relation to answering the writing questions in the external examination.  Completing the writing tasks for the coursework portfolio.

<b>COMMUNICATION: LEVEL 2</b>			
<b>C2.1a CONTRIBUTE TO A DISCUSSION</b>			
<b>C2.1a Students must:</b>	<b>Evidence must show students can:</b>	<b>Examples of evidence:</b>	<b>Suggested context:</b>
Contribute to a discussion about a straightforward subject.	<ul style="list-style-type: none"> <li>• Make clear and relevant contributions in a way that suits the purpose and situation;</li> <li>• Listen and respond appropriately to what others say; and</li> <li>• Help to move discussion forward.</li> </ul>	Discussion A record from an assessor who observed the discussion and noted how the student met the requirements of the Unit, or an audio/video tape of the discussion.	Preparation for the oral examination in order to respond in a group discussion.  Take part in group work tasks as preparation for the oral examination.
<b>C2.1b GIVE A SHORT TALK</b>			
<b>C2.1b Students must:</b>	<b>Evidence must show students can:</b>	<b>Examples of evidence:</b>	<b>Suggested context:</b>
Give a short talk about a straightforward subject, using an image.	<ul style="list-style-type: none"> <li>• Speak clearly in a way that suits the subject, purpose and situation;</li> <li>• Keep to the subject and structure the talk to help listeners follow what the student says; and</li> <li>• Use image to illustrate clearly main points.</li> </ul>	Short talk A record from an assessor who observed the talk, or an audio/video tape of the talk. Notes from preparing and giving the talk. A copy of the image used.	Preparation for the individual oral task – presenting information.
<b>C2.2 READ AND SUMMARISE INFORMATION</b>			
<b>C2.2 Students must:</b>	<b>Evidence must show students can:</b>	<b>Examples of evidence:</b>	<b>Suggested context:</b>
Read and summarise information from <b>two</b> extended documents about a straightforward subject. One of the documents should include at least <b>one</b> image.	<ul style="list-style-type: none"> <li>• Select and read relevant material;</li> <li>• Identify accurately the lines of reasoning and main points from text and images; and</li> <li>• Summarise the information to suit the purpose.</li> </ul>	Reading A record of what is read and why, including a note or copy of the image. Notes, highlighted text or answers to questions about the material read. Evidence of summarising information could include the student's notes for the talk, or one of the documents written.	Preparation for the individual oral task – presenting information.  Preparation for responding in the group discussion in the oral examination.  Reading different documents when preparing the coursework portfolio; oral and written response to reading.
<b>C2.3 WRITE DIFFERENT TYPES OF DOCUMENT</b>			
<b>C2.3 Students must:</b>	<b>Evidence must show students can:</b>	<b>Examples of evidence:</b>	<b>Suggested context:</b>
Write <b>two</b> different types of documents about straightforward subjects. One piece of writing should be an extended document and include at least <b>one</b> image.	<ul style="list-style-type: none"> <li>• Present relevant information in an appropriate form;</li> <li>• Use a structure and style of writing to suit the purpose; and</li> <li>• Ensure the text is legible and that spelling, punctuation and grammar are accurate, so the meaning is clear.</li> </ul>	Writing Two different documents might include a report or an essay, with an image such as a chart, graph or diagram, a business letter or notes.	Preparation in relation to answering the writing questions in the external examination.  Completing the writing tasks for the coursework portfolio.

## INFORMATION TECHNOLOGY

<b>INFORMATION TECHNOLOGY: LEVEL 1</b>			
<b>IT1.1 FINDING, EXPLORING AND DEVELOPING INFORMATION</b>			
<b>IT1.1 Students must:</b>	<b>Evidence must show students can:</b>	<b>Examples of evidence:</b>	<b>Suggested context:</b>
Find, explore and develop information for <b>two</b> different purposes.	<ul style="list-style-type: none"> <li>• Find and select relevant information;</li> <li>• Enter and bring in information, using formats that help development; and</li> <li>• Explore and develop information to meet the student's purpose.</li> </ul>	<p><b>Find and develop information</b> Print-outs and copies of the information the student selects to use. A record from an assessor who observed the student using IT when exploring and developing information or working drafts with notes of how the student met the requirements of the Unit.</p>	<p>Search for information on the internet to glean evidence in order to discuss controversial issues.</p> <p>Search for information on the internet in order to prepare for the individual oral task – presenting information.</p> <p>Search for information on the internet to prepare for group discussion.</p>
<b>IT1.2 PRESENTING INFORMATION</b>			
<b>IT1.2 Students must:</b>	<b>Evidence must show students can:</b>	<b>Examples of evidence:</b>	<b>Suggested context:</b>
Present information for <b>two</b> different purposes. The student's work must include at least <b>one</b> example of text, <b>one</b> example of images, and <b>one</b> example of numbers.	<ul style="list-style-type: none"> <li>• Use appropriate layouts for presenting information in a consistent way;</li> <li>• Develop the presentation so it is accurate, clear and meets the purpose; and</li> <li>• Save information so it can be found easily.</li> </ul>	<p>Present information Working drafts showing how the student developed the presentation or records from an assessor who saw the presentation or records from an assessor who saw the student's screen displays. Print-outs or prints of a static or dynamic screen display of the student's final work, including examples of text, images and numbers. Records of how the student saved information.</p>	<p>All writing tasks for the coursework portfolio can be completed on a word processor.</p> <p>Create a pamphlet which will aid preparation for the individual oral task.</p>

<b>INFORMATION TECHNOLOGY: LEVEL 2</b>			
<b>IT2.1 SEARCHING FOR AND SELECTING INFORMATION</b>			
<b>IT2.1 Students must:</b>	<b>Evidence must show students can:</b>	<b>Examples of evidence:</b>	<b>Suggested context:</b>
Search for and select information for <b>two</b> different purposes.	<ul style="list-style-type: none"> <li>Identify the information needed and suitable sources;</li> <li>Carry out effective searches; and</li> <li>Select information that is relevant to the student's purpose.</li> </ul>	<p><b>Search for and select information</b> Print-outs of the relevant information with notes of sources and how the student made searches, or a record from an assessor who observed the student using IT when searching for information.</p>	<p>Search for information on the internet to glean evidence in order to discuss controversial issues.</p> <p>Search for information on the internet in order to prepare for the individual oral task – presenting information.</p> <p>Search for information on the internet to prepare for group discussion.</p>
<b>IT2.2 EXPLORING AND DEVELOPING INFORMATION</b>			
<b>IT2.2 Students must:</b>	<b>Evidence must show students can:</b>	<b>Examples of evidence:</b>	<b>Suggested context:</b>
Explore and develop information, and derive new information, for <b>two</b> different purposes.	<ul style="list-style-type: none"> <li>Enter and bring together information using formats that help developments;</li> <li>Explore information as needed for the purpose; and</li> <li>Develop information and derive new information as appropriate.</li> </ul>	<p>Develop information Print-outs, or a record from an assessor who observed the student using IT, with notes to show how the student explored and developed information and derived new information.</p>	<p>Develop the information from the internet in order to discuss controversial issues</p> <p>Search for and develop information from the internet as well as discovering new information in order to prepare for the individual oral task.</p>
<b>IT2.3 PRESENT COMBINED INFORMATION</b>			
<b>IT2.3 Students must:</b>	<b>Evidence must show students can:</b>	<b>Examples of evidence:</b>	<b>Suggested context:</b>
Present combined information for <b>two</b> different purposes. The student's work must include at least <b>one</b> example of text, <b>one</b> example of images and <b>one</b> example of numbers.	<ul style="list-style-type: none"> <li>Select and use appropriate layouts for presenting combined information in a consistent way;</li> <li>Develop the presentation to suit the purpose and the types of information; and</li> <li>Ensure the work is accurate, clear and saved appropriately.</li> </ul>	<p>Present information Working drafts, or a record from an assessor who observed the screen displays, with notes to show how the student developed content and presentation. Print-outs, or prints of static or dynamic screen displays, of the final work, including examples of text, images and numbers. Records of how the information was saved.</p>	<p>All writing tasks for the coursework portfolio can be completed on a word processor.</p> <p>Create a pamphlet which will aid preparation for the individual oral task.</p>

## WORKING WITH OTHERS

Students must carry through at least:

- **one** straightforward activity in a one-to-one situation;
- **one** straightforward activity in a group situation.

Each activity must include tasks for WO1.1, WO1.2 and WO1.3.

<b>WORKING WITH OTHERS: LEVEL 1</b>			
<b>Students must:</b>	<b>Evidence must show students can:</b>	<b>Examples of evidence:</b>	<b>Suggested context :</b>
<p>WO1.1 Plan with others what needs to be done to achieve given objectives, and confirm understanding of responsibilities and working arrangements.</p>	<ul style="list-style-type: none"> <li>• Check understanding of the objectives the student has been given for the activity;</li> <li>• Identify what needs to be done to achieve them and suggest ways the student could help; and</li> </ul> <p>Make sure that the student is clear about her/his responsibilities and working arrangements.</p>	<p><b>Planning activities</b> Records from an assessor who observed the student's discussions with others or audio/video tapes. Notes of the objectives, responsibilities and working arrangements for each activity.</p>	<p>Preparing for group discussion work.</p>
<p>WO1.2 Work with others towards achieving the given objectives, carrying out tasks to meet responsibilities.</p>	<ul style="list-style-type: none"> <li>• Carry out tasks to meet responsibilities;</li> <li>• Work safely, and accurately follow the working methods the student has been given; and</li> <li>• Ask for help and offer support to others, when appropriate.</li> </ul>	<p><b>Working towards objectives</b> Records of how the student carried out tasks to meet responsibilities. Notes of the help given and the support the student offered others. These records could include a log, statements written by others with whom the student worked, audio/video tape recordings, photographs with notes and assessor records.</p>	<p>Undertaking group oral work – e.g. preparing for the oral examination.</p>
<p>WO1.3 Identify progress and ways of improving work with others to help achieve given objectives.</p>	<ul style="list-style-type: none"> <li>• Identify own and other's opinions on what has gone well and less well in carrying out the activity.</li> <li>• Report any difficulties in meeting own responsibilities and what was done about them; and</li> <li>• Identify ways of improving work with others to help achieve objectives.</li> </ul>	<p><b>Identifying progress</b> Statements from both the student and others on progress (written or recorded). Records of answers to questions from an assessor about any difficulties and what the student did about them. Notes of ways to improve work with others.</p>	<p>Evaluating their group oral work – e.g. preparing for the oral examination.</p>

Students must carry through at least:

- **one** straightforward activity in a one-to-one situation;
- **one** straightforward activity in a group situation.

Each activity must include tasks for WO2.1, WO2.2 and WO2.3.

<b>WORKING WITH OTHERS: LEVEL 2</b>			
<b>Students must:-</b>	<b>Evidence must show students can:</b>	<b>Examples of evidence:</b>	<b>Suggested context:</b>
<p>WO2.1 Plan the activity with others, identifying objectives and helping to allocate responsibilities and confirm working arrangements.</p>	<ul style="list-style-type: none"> <li>• Identify the objectives of the activity and what needs to be done to achieve them;</li> <li>• Provide relevant information to help allocate responsibilities; and</li> <li>• Confirm working arrangements with those involved.</li> </ul>	<p><b>Planning activities</b> Records from an assessor who observed the student's discussions with others or audio/video tapes. Note of the information provided, with details of the identified objectives, responsibilities and working arrangements for each activity.</p>	<p>Preparing for group discussion work</p>
<p>WO2.2 Work with others towards achieving the identified objectives, organising tasks to meet responsibilities, and support co-operative working.</p>	<ul style="list-style-type: none"> <li>• Organise own tasks so the student can be effective in meeting responsibilities;</li> <li>• Carry out tasks accurately and safely, using appropriate working methods; and</li> <li>• Support co-operative ways of working, seeking advice from an appropriate person when needed.</li> </ul>	<p><b>Working towards objectives</b> Records of how the student organised and carried out tasks, supported co-operative work and sought advice. These records could include a log, statements written by others with whom the student worked, audio/video tape recordings, photographs with notes and assessor records.</p>	<p>Undertaking group oral work – e.g. preparing for the oral examination.</p>
<p>WO2.3 Exchange information on progress and agree ways of improving work with others to help achieve objectives.</p>	<ul style="list-style-type: none"> <li>• Provide information on what has gone well and less well in carrying out the activity, including the quality of work;</li> <li>• Listen and respond appropriately to progress reports from others; and</li> <li>• Agree ways of improving work with others to help achieve objectives.</li> </ul>	<p><b>Exchanging information on progress</b> Statements on progress (written or recorded) including details about the quality of work and how the student responded to other reports on progress. Notes of what the student agreed to do to improve work with others and help achieve objectives.</p>	<p>Evaluating their group oral work – e.g. preparing for the oral examination.</p>

## IMPROVING OWN LEARNING AND PERFORMANCE

Students must carry through at least:

- **one** example of study-based learning;
- **one** example of activity-based learning.

The whole process must be completed twice.

<b>IMPROVING OWN LEARNING AND PERFORMANCE</b>			
<b>Students must:</b>	<b>Evidence must show students can:</b>	<b>Examples of evidence:</b>	<b>Suggested context:</b>
<p><b>LP1.1</b> Confirm understanding of targets and how these will be met, with the person setting them.</p>	<ul style="list-style-type: none"> <li>• Make sure targets clearly show what is wanted to be achieved;</li> <li>• Identify action points and deadlines for each target; and</li> <li>• Make sure the dates for reviewing progress and how to get support needed are known.</li> </ul>	<p><b>Understanding targets</b> Records of discussions which show the student checked her/his understanding of targets and knew how to get the support needed.</p>	<p>Welsh as a second language provides many opportunities to set targets in order to improve learning and performance through discussion with teachers and others e.g. when preparing for coursework tasks or the oral examination.</p>
<p><b>LP1.2</b> Follow plans, using support given by others to help meet targets.</p>	<ul style="list-style-type: none"> <li>• Work through the action points to complete tasks on time;</li> <li>• Use support and ways of learning given by others to help in the meeting of targets; and</li> <li>• Make changes suggested by the person supervising the student, when needed.</li> </ul>	<p><b>Following plans</b> A log of study-based and activity-based learning, with notes of the support given. Records from those who have seen the work and which shows the tasks were completed on time and how any suggested changes were made.</p>	<p>This specification provides many opportunities for candidates to achieve the targets set with the help of others e.g. studying a particular written form before starting to write a similar piece for the coursework portfolio; undertaking language/grammar exercises in order to improve quality of language and expression.</p>
<p><b>LP1.3</b> Review achievements and progress in meeting targets, with help from an appropriate person.</p>	<ul style="list-style-type: none"> <li>• Say what it is thought has gone well and less well, what was learned and ways learning took place;</li> <li>• Identify targets met and evidence of achievements; and</li> <li>• Check that the student understood how to improve her/his performance.</li> </ul>	<p><b>Reviewing progress</b> Records of discussions which show what the student said about her/his progress and had checked s/he knew how to improve performance. Examples of work which show the student learned from two study-based and two activity-based activities. Notes on action plans to show targets met.</p>	<p>Evaluating tasks which have been completed as coursework or tasks preparing for the oral examination with a teacher.</p>

Students must carry through tasks for LP2,1, LP2.2 and LP2.3 that include at least:

- **one** example of study-based learning;
- **one** example of activity-based learning.

The student must complete this whole process twice and include at least **one** example of working without close supervision and **one** example of using learning from one task to meet the demands of a new situation.

<b>IMPROVING OWN LEARNING AND PERFORMANCE LEVEL 2</b>			
<b>Students must:</b>	<b>Evidence must show students can:</b>	<b>Examples of evidence:</b>	<b>Suggested context:</b>
<p><b>LP2.1</b> Help set targets with an appropriate person and plan how these will be met.</p>	<ul style="list-style-type: none"> <li>• Provide accurate information to help set realistic targets for achieving what is to be done;</li> <li>• Identify appropriate action points for each target; and</li> <li>• Plan how time will be used effectively to meet targets, including use of support and a date for reviewing progress.</li> </ul>	<p><b>Setting targets</b> Records of discussions which show the information provided to help set targets. Two action plans with action points, timetable and notes of support needed.</p>	<p>Welsh as a second language provides many opportunities to set targets in order to improve learning and performance through discussion with teachers and others e.g. when preparing for coursework tasks or the oral examination.</p>
<p><b>LP2.2</b> Use plans, identifying support from others to help meet targets, and take responsibility for some decisions about own learning.</p>	<ul style="list-style-type: none"> <li>• Use personal timetable and action points to help manage time well and complete tasks;</li> <li>• Identify when support is needed and use this effectively to help the meeting of targets; and</li> <li>• Take responsibility for some decisions about own learning, using suitable approaches and methods and make any changes to plans when needed.</li> </ul>	<p><b>Using plans</b> A log of the study-based and activity-based learning, with notes of:</p> <ul style="list-style-type: none"> <li>• When the student asked for support and it was used;</li> <li>• When and how the student took responsibility for own learning;</li> <li>• How own learning from one task was used to meet the demands of a new situation;</li> <li>• Any changes made to the plan..</li> <li>• Records from those who saw the work which show the student managed her/his time well and completed tasks.</li> </ul>	<p>This specification provides many opportunities for candidates to achieve the targets set with the help of others e.g. studying a particular written form before starting to write a similar piece for the coursework portfolio; undertaking language/grammar exercises in order to improve quality of language and expression.</p>
<p><b>LP2.3</b> Review progress with an appropriate person and provide examples of evidence of achievements.</p>	<ul style="list-style-type: none"> <li>• Provide information on what has gone well, problems met, what was learned and ways learned;</li> <li>• Identify targets met, and examples of evidence of achievements; and</li> <li>• Identify ways of improving own performance.</li> </ul>	<p><b>Reviewing progress</b> Records of information provided on progress and ways of improving performance. Examples of work which show what was learned from two study-based and two activity-based learning activities. Notes on personal action plans to show targets met.</p>	<p>Evaluating tasks which have been completed as coursework or tasks preparing for the oral examination with a teacher.</p>

## PROBLEM SOLVING

*The student must: carry through a straightforward activity, which includes tasks for PS1.1, PS1.2 and PS1.3, for each of two given problems.*

PROBLEM SOLVING: LEVEL 1			
Students must:	Evidence must show students can:	Examples of evidence:	Suggested context:
<p><b>PS1.1</b> Confirm understanding of the given problem and identify at least <b>two</b> options for solving it, with help from an appropriate person.</p>	<ul style="list-style-type: none"> <li>• Check with an appropriate person that the problem is understood, and how to succeed in solving it;</li> <li>• Identify different ways of tackling the problem;</li> <li>• Decide, with help, which options have a realistic chance of success.</li> </ul>	<p><b>Confirm problems and identify options</b> Descriptions of the two problems and how success in solving the problem would be shown. Descriptions of ways for solving the two problems and the most realistic options to try. Records of help given.</p>	<p>Preparing for the role-play task – where a particular task is given to the student to complete.</p>
<p><b>PS1.2</b> Plan and try out at least <b>one</b> option for solving the problem, using given evidence and support.</p>	<ul style="list-style-type: none"> <li>• Confirm with an appropriate person the option to be tried for solving the problem;</li> <li>• Plan how to carry out this option; and</li> <li>• Follow through the plan, making use of advice and support given by others to help in the tackling of the problem.</li> </ul>	<p><b>Plan and try out options</b> Statements on how the student confirmed the options to be tried out. A plan for trying out each option. Records of what was done in following the plan, with notes on the advice and support given.</p>	<p>The student should try to persuade the other person in the conversation (usually the teacher) that he/she has managed the particular situation set and succeeded to complete the task.</p>
<p><b>PS1.3</b> Follow given methods to check whether the problem has been solved and describe the results, including ways to improve the approach.</p>	<ul style="list-style-type: none"> <li>• Follow accurately the methods given to check whether the problem has been solved successfully;</li> <li>• Describe clearly the results of the problem solving activity; and</li> <li>• Identify ways of improving the approach to problem solving.</li> </ul>	<p><b>Check and describe results</b> Records of the methods given and how they were used. Descriptions of the results of the problem solving activities and ways to improve the approach to problem solving.</p>	<p>The student should review the success of his/her plans and means of addressing the situation. Following this he/she should suggest ways of improving his/her method of dealing with similar situations in future.</p>

The student must carry through a straightforward activity, which includes tasks for PS2.1, PS2.2 and PS2.3, for each of **two** given problems.:

<b>PROBLEM SOLVING: LEVEL 2</b>			
<b>Students must:</b>	<b>Evidence must show students can:</b>	<b>Examples of evidence:</b>	<b>Suggested context:</b>
<p><b>PS2.1</b> Identify the problem and come up with at least <b>two</b> options for solving it.</p>	<ul style="list-style-type: none"> <li>Identify with accuracy the main features of the problem and how the student will personally show success in solving it;</li> <li>Come up with different ways of tackling the problem; and</li> <li>Decide which options have a realistic chance of success, using help from others when appropriate.</li> </ul>	<p><b>Identify problems and options</b> Descriptions of the two given problems and how the student is going to show they have been solved successfully. Descriptions of ways for solving the two given problems and how these were arrived at. Records of how the student decided which options were most realistic, including the help obtained.</p>	<p>Preparing for the role-play task – where a particular task is given to the student to complete.</p>
<p><b>PS2.2</b> Plan and try out at least <b>one</b> option for solving the problem, obtaining support and making changes to the plan when necessary.</p>	<ul style="list-style-type: none"> <li>Confirm with an appropriate person the option to be tried for solving the problem, and plan how to carry it out;</li> <li>Follow the plan, organising the relevant tasks and making changes to the plan when necessary; and</li> <li>Obtain and effectively use support to help in tackling the problem.</li> </ul>	<p><b>Plan and try out options</b> Statements on how the options were confirmed and tried out. A plan for trying out each option. Records of what was done, including any changes made to the plan. Notes of the support obtained and how this was used effectively.</p>	<p>The student should try to persuade the other person in the conversation (usually the teacher) that he/she has managed the particular situation set and succeeded to complete the task.</p>
<p><b>PS2.3</b> Apply given methods to check whether the problem has been solved and describe the results and explain the approach, including that to problem solving.</p>	<ul style="list-style-type: none"> <li>Apply accurately the methods given to check whether the problem has been solved successfully</li> <li>Describe clearly the results, and explain the decisions taken at each stage of tackling the problem; and</li> <li>Identify the strengths and weaknesses of the approach to problem solving and describe what would be done differently if a similar problem were met.</li> </ul>	<p><b>Check and describe results</b> Records of the methods used, the results of the checks carried out and explanations of the decisions taken. Descriptions of the strengths and weaknesses of the approach to the problem solving activities, and what would be done differently.</p>	<p>The student should review the success of his/her plans and means of addressing the situation. Following this he/she should suggest ways of improving his/her method of dealing with similar situations in future.</p>



# Contents

## WJEC: GCSE Welsh Second Language Short Course

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	<b>Tudalen</b>
<b>Assessment Summary</b>	<b>40</b>
<b>Preface</b>	<b>41</b>
<b>Aims</b>	<b>43</b>
<b>Assessment Objectives</b>	<b>45</b>
<b>Scheme of Assessment</b>	<b>46</b>
<b>Specification Content</b>	<b>48</b>
<b>Key Skills</b>	<b>62</b>
<b>Grade Descriptions</b>	<b>62</b>
<b>Appendix 1: Key Skills</b>	<b>64</b>

## WJEC: GCSE Welsh Second Language Short Course

### ASSESSMENT SUMMARY

<b>Oral Examination – 20% (5-10 minutes)</b>
Pair / Group activities
<b>Listening Examination – 10% (approx. 1/2 hour)</b>
<b>Written Examination – 30% (1 hour)</b>
Reading – 15%
Writing – 15%

  

<b>Internal Assessment of course work - 40%</b>
Oral – 20%
Reading – 10%
Writing – 10%

# WJEC: GCSE Short Course in WELSH SECOND LANGUAGE

## **1** INTRODUCTION

### Criteria for GCSE

This specification meets the General Criteria for GCSE and the Subject Criteria for GCSE short course in Welsh Second Language published by ACCAC. The internal and external assessments, the awarding and reporting will be held according to the regulatory authorities' code of practice. This qualification will be assessed according to the codes of practice published by the regulatory authorities. The qualification can be taken through the medium of Welsh only. GCSE Welsh Second Language Full Course is also offered. Only half of the full course specification is found in the short course specification.

The GCSE qualifications are reported on an eight point scale from A\* to G, where A\* is the highest grade. The attainment of pupils that do not succeed in reaching the lowest possible standard to achieve a grade is recorded as U (unclassified) and they do not receive a certificate.

Every candidate must be registered for **either** the Foundation Tier (grades C – G) **or** the Higher Tier (grades A\* - D). Where a candidate for the Higher Tier achieves less than the minimum required for a D grade, a safety net has been provided, which is grade E. Lower than this and the result is reported as U.

GCSE qualifications are expected to broadly correspond to Vocational GCSEs as follows:

two GCSE qualifications at grades D to G and two GCSE qualifications at grades A\* to C correspond in turn to one three unit Vocational GCSE on a foundation level and intermediate level;

four GCSE qualifications at grades D to G and four qualifications at grades A\* to C correspond in turn to one six unit Vocational GCSE at foundation level and intermediate level.

### Rationale

This specification will provide experiences which will give all candidates the opportunity to reach his/her full potential in Welsh according to his/her ability and needs. The aim is to ensure that candidates are aware of the use made of Welsh in modern Wales, nurturing a positive attitude towards the Welsh language and its culture. The skills of candidates are developed to use the language for effective and purposeful communication.

## **Prior Learning**

Although there are no specific requirements regarding prior learning, this specification builds upon the Programmes of Study for Welsh Second Language in Key Stages 1 – 3.

This specification was formulated most specifically for those candidates who have demonstrated most of the National Curriculum Level 3 attainment features at Key Stage 3.

This specification may be studied by any candidate whatever their sex, ethnic, religious or cultural background.

## **Progression**

For most candidates, this specification builds upon the Programmes of Study for Welsh Second Language in Key Stages 1 – 3 and the skills, knowledge and understanding needed at Key Stage 3. This examination will be a secure base for those candidates who wish to continue with their studies in Welsh by following GCE AS/A level in Welsh Second Language or the Vocational GCE AS in Welsh Second Language. The specification also offers opportunities for the world of work and further education within employment.

## **Time for Learning**

It is recommended that approximately 2.5 hours per fortnight should be allowed for studying a GCSE short course in Welsh Second Language.

## **Overlap and Restrictions on Entry**

This examination is intended for candidates:

- whose first language is not Welsh;
- who received their knowledge of Welsh mainly through the Welsh Second Language programme of study in their primary and/or secondary school;
- where Welsh is not the every day language of the home;
- that have not followed the Welsh Programme of Study in Key Stage 3.

No candidate who is deemed suitable to sit the GCSE examination in Welsh or the GCSE examination in Welsh Literature should be considered for this examination. Candidates for the GCSE short course in Welsh Second Language may not sit a GCSE full course in Welsh Second Language nor a Foundation and Intermediate Award in Welsh Second Language.

The classification code for this specification is: 5515

Centres should be aware that candidates who enter for more than one GCSE qualification with the same classification code will have only one grade (the highest) counted for the purpose of the Schools and Colleges Performance Tables.

## Candidates with Particular Requirements

Details of special arrangements and special consideration for candidates with particular requirements are contained in the Joint Council for General Qualifications document (JCGQ) *Candidates with Special Assessment Needs: Regulations and Guidance*. Copies are available from the WJEC.

# 2

## AIMS

The specification for the GCSE short course in Welsh Second Language aims to ensure that students have the opportunity to:

- show interest, pleasure and enthusiasm while studying the Welsh language;
- contribute substantially to discussions, using language that is suitable for the purpose and the audience;
- respond to a wide range of reading materials, including some published material;
- write in a wide range of forms for a variety of purposes, giving attention to purpose, audience and accuracy.

## The spiritual, moral, ethical, social and cultural dimension

The GCSE short course Welsh Second Language is, in its essence, a course which insists that candidates consider spiritual, moral, ethical and cultural matters when reading, discussing orally and writing. The opportunities arise when reading, presenting information and discussing controversial issues orally and in writing during the course and when preparing for the examination papers (oral, reading and writing) at the end of it.

For example, pupils are expected to read varied material (AA2), to discuss controversial issues orally in groups while behaving politely and responsibly (AA1), and to write for various purposes taking into consideration the purpose of the task and the nature of the audience (AA3).

## Citizenship

The GCSE short course Welsh Second Language specification offers candidates opportunities to develop communication skills which enable them to express and develop their viewpoint both in writing and orally, encouraging them to consider other viewpoints critically and constructively. This ability to come to a reasoned decision, after due consideration, is an essential skill in the development of individual citizenship. Citizenship is to do with developing a social and moral responsibility, taking part in the community's activities and developing a political literacy. Welsh Second Language expects candidates to consider elements of citizenship by dealing with social themes in a critical and creative way, for example, discussing the environment, vandalism, bullying etc. Candidates are encouraged to show personal responsibility and responsibility as part of a group as regards their approach to themselves and towards others.

The oral examination will include group work and candidates are asked to voice an opinion on social themes. Also, candidates are given an opportunity to respond to social themes when writing folio tasks and when preparing for the written examination.

This specification is central to the development of a variety of Key Skills. These key skills are of paramount importance to individuals in the big wide world.

### **The European dimension including health and safety**

The GCSE short course Welsh Second Language specification, through the medium of the contexts introduced as topics to be taught, presents a work programme which offers opportunities to extend the candidates' consciousness of the importance of Welsh, the oldest living language in Europe, in modern Wales and in the literary tradition of Europe. For example, when discussing family holidays, computers and the Internet, the European dimension can be discussed as well as Wales' position in Europe both geographically and culturally.

Opportunities to discuss health and safety arise when dealing with the 'work' context.

### **Opportunities to use Information Technology**

The GCSE short course Welsh Second Language specification offers candidates opportunities to use Information Technology to complete written course work. Candidates are given the opportunity to use the World Wide Web to find information that can be used in course work tasks and candidates should be encouraged to complete course work on a computer as long as that is practically possible.

### **Y Cwricwlwm Cymreig**

Candidates will be given opportunities, throughout the course, to develop and apply their knowledge and understanding of the cultural, economic, environmental, historic and linguistic features of Wales.

### **3 ASSESSMENT OBJECTIVES**

The assessment objectives are weighted as follows:

Assessment Objective 1– Oracy	<ul style="list-style-type: none"> <li>• use language in a variety of situations; develop the ability to deal with a range of oral communication forms and respond to various stimuli including some authentic material.</li> </ul>	50%
Assessment Objective 2 – Reading	<ul style="list-style-type: none"> <li>• read and understand a range of materials, convey the meaning to others and respond to the materials read expressing an opinion on the content, the form and the language, and support viewpoints by referring to the text.</li> </ul>	25%
Assessment Objective 3 – Writing	<ul style="list-style-type: none"> <li>• write Welsh using a variety of forms and for different purposes; show the ability to use a variety of words, sentences and phrases effectively; be increasingly careful in order to achieve accuracy.</li> </ul>	25%

## 4 SCHEME OF ASSESSMENT

The assessment objectives listed in Section 3 are weighted as follows:

- AA1 (Oracy) – 50%
- AA2 (Reading) – 25%
- AA3 (Writing) – 25%

The short course candidates will be using Welsh **either** in social and vocational contexts **or** in social and imaginative contexts.

### Internal Assessment of course work

This assessment is based on creating **one** pack of tasks on a specific subject which will integrate the language skills and which will be connected to **either** the **Work** context **or** the **Literature** context; the pack will contain the following tasks:

<b>AA1 - (20%)</b>	<b>Oracy:</b>	A role play task <b>or</b> an individual presentation
<b>AA2 - (10%)</b>	<b>Reading:</b>	1 task – responding orally to reading <b>or</b> respond in writing to reading
<b>AA3 - (10%)</b>	<b>Writing:</b>	1 task

### External Assessment

This assessment will be connected to the following contexts: **The Square Mile and Leisure**

<b>AA1 - Oracy (30%)</b>	<b>Oral 20%</b> (approx. 5-10 minutes)  <b>Listening: 10%</b> Higher – approx. 1/2 hour Foundation – approx. 20 minutes	1 pair / group task  3 questions
<b>AA2 – Reading - (15%)</b>	<b>Reading and Writing (30%)</b> – 1 hour  <b>Reading:</b>	2 questions
<b>AA3 – Writing - (15%)</b>	<b>Writing:</b>	2 questions

**Summary of Assessment**

<b>Element</b>	<b>AA1 (50%) Oracy</b>	<b>AA2 (25%) Reading</b>	<b>AA3 (25%) Writing</b>	<b>Total</b>
Internal	20	10	10	40
External	30	15	15	60
<b>Total</b>	<b>50</b>	<b>25</b>	<b>25</b>	<b>100</b>

**The examination papers (Listening, Reading and Writing) will be aimed at two tiers of GCSE grades: A\* - D (Higher Tier) and C – G (Foundation Tier).**

For internal assessments of Oral, Reading and Writing course work, mark schemes will be prepared for each skill that span the whole range of ability. Each candidate's achievement should be recorded in accordance with the assessment criteria.

Centres must ensure that the tasks which are set for individual candidates enable them to achieve the best possible grade according to their ability. (See *Asesu Mewnol – Gwaith Cwrs Cymraeg Ail Iaith (Cwrs Llawn/Cwrs Byr)* for examples of course work tasks.)

## 5 SPECIFICATION CONTENT

### 5.1 Topics for the Foundation Tier

The course will concentrate on **three** specific contexts: **The Square Mile**, **Leisure** and either **Work** or **Literature**.

1 THE SQUARE MILE	2 LEISURE	3 WORK	4 LITERATURE
<ul style="list-style-type: none"> <li>• The family</li> <li>• Family occasions</li> <li>• Family holidays</li> <li>• The home</li> <li>• Conflict</li> <li>• The area</li> <li>• Local attractions</li> <li>• Facilities for young people</li> <li>• Local schools</li> </ul>	<ul style="list-style-type: none"> <li>• Socialising / going out</li> <li>• Sport</li> <li>• Television and radio</li> <li>• Films and video</li> <li>• Computers and the web</li> <li>• Pop singing / music</li> <li>• Friends (school/ best / pen / new)</li> <li>• Interests / hobbies</li> </ul>	<ul style="list-style-type: none"> <li>• The future (6<sup>th</sup> form, college, work, careers)</li> <li>• Applying for a job               <ul style="list-style-type: none"> <li>➤ The advertisement</li> <li>➤ The form and letter of application</li> <li>➤ The interview</li> </ul> </li> <li>• GCSE / vocational qualifications</li> <li>• Work experience</li> <li>• Part-time jobs</li> <li>• Welsh and Work</li> </ul>	<p><b>Picture</b></p> <ul style="list-style-type: none"> <li>• Television programmes</li> <li>• Films (cinema / video / DVD)</li> <li>• Plays / Shows (theatre)</li> <li>• Computer games</li> </ul> <p><b>Literature</b></p> <ul style="list-style-type: none"> <li>• Letters</li> <li>• Magazines and books</li> <li>• Poems / pop songs</li> <li>• Short stories</li> <li>• Scripts / playlets</li> <li>• Novels</li> </ul>

## Topics for the Higher Tier

The course will concentrate on three specific contexts: **The Square Mile**, **Leisure** and either **Work** or **Literature**.

1 THE SQUARE MILE	2 LEISURE	3 WORK	4 LITERATURE
<ul style="list-style-type: none"> <li>• The family</li> <li>• Family occasions</li> <li>• Family holidays</li> <li>• The home</li> <li>• Conflict</li> <li>• The area</li> <li>• Local attractions</li> <li>• Facilities for young people</li> <li>• Local schools</li> <li style="text-align: center;">+</li> <li>• The area's Welshness</li> <li>• The local environment (litter/ vandalism)</li> <li>• Local media (<i>papurau bro</i> / radio / television)</li> </ul>	<ul style="list-style-type: none"> <li>• Socialising / going out</li> <li>• Sport</li> <li>• Television and radio</li> <li>• Films and video</li> <li>• Computers and the web</li> <li>• Pop singing / music</li> <li>• Friends (school/ best / pen / new)</li> <li>• Interests / hobbies</li> <li style="text-align: center;">+</li> <li>• Tension between friends / bullying</li> <li>• Chat rooms</li> <li>• Sport – players' wages, hooliganism</li> </ul>	<ul style="list-style-type: none"> <li>• The future (6<sup>th</sup> form, college, work, careers)</li> <li>• Applying for a job</li> <li>➤ The advertisement</li> <li>➤ The form and letter of application</li> <li>➤ The interview</li> <li>• GCSE / vocational qualifications</li> <li>• Work experience</li> <li>• Part-time jobs</li> <li>• Welsh and Work</li> <li style="text-align: center;">+</li> <li>• Voluntary work (different organisations, raising money, arranging an event)</li> <li>• Unemployment</li> <li>• Equal opportunities</li> </ul>	<p><b>Picture</b></p> <ul style="list-style-type: none"> <li>• Television programmes</li> <li>• Films (cinema / video / DVD)</li> <li>• Plays / Shows (theatre)</li> <li>• Computer games</li> </ul> <p><b>Literature</b></p> <ul style="list-style-type: none"> <li>• Letters</li> <li>• Magazines and books</li> <li>• Poems / pop songs</li> <li>• Short stories</li> <li>• Scripts / playlets</li> <li>• Novels</li> </ul>

## 5.2 Internal Assessment – Course Work (40%) Oracy, Reading and Writing

This assessment will be based on creating **one** pack of tasks on a specific topic, which will be associated with one of the following contexts: either **Work** or **Literature**.

The tasks will integrate the following language skills:

Assessment Objective	Tasks	Weighting
<b>Oracy:</b>	1 task (a role play task <b>or</b> an individual presentation)	20%
<b>Reading:</b>	1 task (An oral <b>or</b> a written response)	10%
<b>Writing:</b>	1 task	10%

No specific topic is set in the specification for this work but candidates and their teachers should discuss a range of possible topics which are suitable for the **Work** or **Literature** contexts, choosing the topic most suitable for the candidates.

An attempt should be made to ensure that the topics are of interest to the candidates, that they are relevant to their lives and totally suitable. In creating the pack, the individual tasks should deal with different aspects of the central topic rather than repeating the same information so that they create a more all-inclusive, varied and interesting package.

### Duration of the tasks:

The duration of the tasks are expected to be as follows

Task	Foundation Tier	Higher Tier
Oral – Individual	About 3-4 minutes	About 4-5 minutes
Writing	About 150 words	About 250 words

**The language and expression of the candidates are assessed in the oracy, reading and writing tasks as well as the content. Half the marks are awarded for the content of their contributions and half the marks for the quality of their language and expression in the spoken and written tasks. Up to 20% of the marks are awarded for the quality of the language and expression in the responding to reading tasks.**

Every candidate is expected to keep a folio of the work done by him/her during the course. In this case, folio means a collection of the candidate's original work to be presented in an A4 folder not a file. The course work is assessed internally by the candidate's teacher and the assessment is moderated through arrangements by the Examining Board.

The work should be presented in a manageable form for the convenience of the moderator e.g. using a folder not a file, writing on only one side of the page, ensuring that the audio tape presented as a sample to the moderator has been wound to the appropriate place.

Because reading, viewing and listening materials are important as stimuli for the work, a copy of the print material should be included in the candidate's folio and where this is not practically possible (audio and video tapes, websites etc.) specific references to the sources and detailed descriptions of these materials should be included so that satisfactory background information is provided for the moderator.

It is emphasised that it is the candidate's original work which is expected and if sections are included that are not original work, the sources should be noted clearly. The teacher should not, on any account, accept work that has been copied or translated.

### **Working under Supervision**

- **All** the tasks should be completed under the supervision of a teacher although the candidates have the right, indeed they are encouraged, to research and prepare on their own.

### **Oral Tasks**

- Candidates will be allowed to use suitable material e.g. bullet points that include statistics, facts, examples, and relevant quotes for the oral tasks. However, he/she **will not be allowed** to use a **script** that has been prepared beforehand.

### **Reading Tasks**

- Candidates will be allowed to use dictionaries for the reading tasks.
- Candidates will not be allowed to consult with each other.
- **1 hour** will be allowed to complete each task.
- Candidates with special needs will be allowed extra time.

### **Written Tasks**

- Candidates will be allowed to use dictionaries or other suitable material e.g. bullet points that include statistics, facts, examples and relevant quotes for the written tasks.
- Candidates will not be allowed to consult with each other.
- **1 hour** will be allowed to complete each task.
- Candidates with special needs will be allowed extra time.

Candidates should be encouraged to use Information Technology when completing the course work e.g. looking for information on the Web and producing tasks on a computer, posting information on the school's website etc., as long as this is practically possible.

Setting the same tasks for candidates that encompass the whole spectrum of ability should be avoided unless they are suitable for them. Ideally it would be better if tasks could be set for groups or for individuals

Below are examples of tasks that candidates could accomplish: (details of the tasks which are possible can be found in the booklet *Asesu Mewnol – Gwaith Cwrs, Cymraeg Ail Iaith (Cwrs Llawn/Cwrs Byr)*)

	<b>Work</b>	<b>Literature</b>
<b>Oral</b>	<ul style="list-style-type: none"><li>• Discuss part-time work</li><li>• Discuss work experience</li><li>• Respond to a simple advert e.g. phoning for details</li><li>• Have an interview</li><li>• Role play with the tutor, e.g. someone paying for goods in a shop / a waiter/waitress and a customer in a restaurant</li></ul>	<ul style="list-style-type: none"><li>• Respond to pictures that represent types of films</li><li>• Role play based on a picture</li><li>• Develop a story based on a picture / picture strip</li><li>• Give a dramatic presentation to a group</li></ul>

	Work	Literature
<b>Reading</b>	<p>Respond in writing to different stimuli e.g.</p> <ul style="list-style-type: none"> <li>• Tick pictures</li> <li>• Fill gaps</li> <li>• Rearrange paragraphs</li> <li>• Information leaflet</li> <li>• Answer questions</li> <li>• Write, e.g. e-mail, report etc., based on something which has been read</li> <li>• Make a shortlist of 2/3 based on 5 application letters</li> </ul> <p><b>Possible stimuli:</b></p> <ul style="list-style-type: none"> <li>• Some authentic material, e.g. adverts, leaflets about specific workplaces, (e.g. tourist attractions), bus timetables, descriptions of holidays offered by bus companies</li> <li>• Suitable articles about companies / business people (e.g. a Welsh waffle company, the Llaeth y Llan company etc.)</li> <li>• A descriptive paragraph</li> <li>• A suitable article from a <i>papur bro</i> / from a magazine for learners</li> <li>• Letters of application</li> </ul> <p>Respond orally to different stimuli e.g.</p> <ul style="list-style-type: none"> <li>• After reading details about a workplace, note the positive / negative things about the workplace</li> <li>• Make a shortlist of 2/3 on the basis of 5 application letters</li> </ul>	<p>Respond in writing to different stimuli e.g.</p> <ul style="list-style-type: none"> <li>• Tick pictures</li> <li>• Fill gaps</li> <li>• Rearrange paragraphs</li> <li>• Information leaflet</li> <li>• Answer questions</li> <li>• Write, e.g. a story, a review, a portrait etc., based on something which has been read.</li> </ul> <p><b>Possible stimuli:</b></p> <ul style="list-style-type: none"> <li>• Script</li> <li>• A picture strip</li> <li>• Part of a story</li> <li>• Descriptive paragraph</li> <li>• A paragraph including exciting events</li> <li>• A suitable complete poem (e.g. from the volume <i>Poeth</i>)</li> <li>• A short story</li> <li>• A whole chapter from one of the WJEC's factual books etc.</li> </ul> <p>Respond orally to different stimuli e.g.</p> <ul style="list-style-type: none"> <li>• After reading about a character in a story, present the character to a friend / teacher</li> <li>• After reading (a chapter of) a story, present the main events to a friend / to others to try and tempt them to read the story</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>• A form</li> <li>• An e-mail message</li> <li>• A conversation</li> <li>• An advertisement</li> <li>• A description</li> <li>• A letter</li> <li>• An article</li> <li>• A report</li> <li>• A poster</li> <li>• A diary</li> <li>• An information leaflet</li> <li>• A portrait</li> <li>• A news item</li> </ul>	<ul style="list-style-type: none"> <li>• A conversation</li> <li>• A description</li> <li>• A postcard</li> <li>• A story</li> <li>• A letter</li> <li>• An article</li> <li>• A report</li> <li>• A review</li> <li>• A soliloquy</li> <li>• A diary</li> <li>• A portrait</li> </ul>

## Assessment

### (a) Marking

- The course work tasks in Oral, Reading and Writing should be marked according to the mark schemes in the booklet *Asesu Mewnol – Gwaith Cwrs, Cymraeg Ail Iaith (Cwrs Llawn/Cwrs Byr)*.
- When assessing the oral and written elements half the marks should be awarded for the quality of language and expression and the other half for content. When assessing the language and expression, emphasis is placed on the linguistic elements listed in the Language Appendix on page 59 of this specification.
- When assessing the response to reading, 20% of the marks should be awarded for the quality of the language.
- The tasks will be marked when they are presented to the teacher during the course.
- The teacher should leave his/her corrections, and the comments addressed to the candidate, on the tasks.
- The teacher is expected to mark the course work out of a total of **80**: (Oral – 40; Reading – 20; Writing – 20 (40/2))

### (b) Moderation

- The centre must send a sample of tasks to the external moderator by a given date at the end of the Easter term in the last year of the course.
- The original stimulus given to the candidate should be noted.
- Any preparation by the candidate him/herself and any help/guidance given by the teacher should be noted.
- The date the task was completed should be noted as well as any notes/comments relevant to the moderator - such as how the task was completed and any reference material used.
- A form is provided to note these details.
- Thorough internal moderation is essential. Centres must moderate assessments across different teachers and teaching groups.
- Further instruction will be given to teachers or individual centres when a moderator is not satisfied that centres have met the WJEC course work requirements. Where a substantial problem arises, the WJEC will recommend further tasks and will monitor the arrangements of the centre as regards marking and moderation as long as it is deemed necessary.
- Full details about choosing a sample can be found in the *Course Work Administration Handbook (Llawlyfr Gweinyddu Gwaith Cwrs)* which is published annually.

### (c) Drafting

- A candidate should not rewrite or correct a folio task after the teacher has corrected it i.e. no mark should be given on any account for work which has been corrected in earlier drafts.

### (ch) Recording marks

The marks of all candidates are recorded on the computerised “C” forms which are normally completed at the end of April/ beginning of May.

### 5.3 External Assessment – Final Assessment (60%) Oracy, Reading and Writing

A series of external examinations are set connected to the following contexts: **The Square Mile**, and **Leisure** and questions from both contexts will arise in the final examination. Separate papers will be set for Foundation Tier and Higher Tier candidates.

<p><b>Oracy (30%)</b></p> <p><b>Oral 20%</b> 5 – 10 minutes</p> <p><b>Listening 10%</b> Higher – approx. 1/2 hour Foundation – approx. 20 minutes</p>	<p>1 pair / group task</p> <p>3 questions</p>
<p><b>Reading and writing (30%)</b> – 1 hour</p> <p><b>Reading: 15%</b></p> <p><b>Writing: 15%</b></p>	<p>2 questions</p> <p>2 questions</p>

The Listening, Reading and Writing papers will include 1 question which will overlap the two Tiers

### 5.4.1 Oracy (Speaking, Listening and Viewing) (30%)

The candidates should have had enough opportunities during the two years before the examination to practice their oral skills in groups. Taking advantage of opportunities to present information and voice opinions on a variety of topics will enrich the experience of the pupils, develop their oral skills and prepare them for the external examinations.

In the oral examination candidates are expected to show that they can take part in group discussions, present information and voice opinions.

#### Assessment

**The candidates' language and expression are assessed in the oral task. Half the marks are awarded for the content of their contributions and half the marks for the quality of language and expression.**

Full details about the oral examination including dates, recommendations about preparing candidates, the arrangements for the day of the examination, recording, standardising a sample of groups and assessment are given in the booklet *Welsh Oral Examinations (Arholiadau Llafar Cymraeg)* which is published annually.

#### (a) Administering the oral examinations

- The candidates are assessed by a formal examination which is held usually after Easter.
- Two specific days are assigned for the oral exams.
- The examinations are set externally by the WJEC. The oral examination papers will arrive in the centres in good time to administer the examination on the predetermined days. The task for pairs/groups gives candidates the opportunity to convey personal and imaginative experiences and to convey and support opinions.
- Dictionaries are not allowed in the external oral assessment.
- Every candidate must be examined and on the basis of the teachers' knowledge of the candidates, groups should be formed that do not contain more than 3 candidates. Teachers should ensure, as far as possible, that the members of the pairs/groups, even if they do not represent exactly the same mark, at least represent the same grade.

There will be a choice of oral stimuli for this examination. There will be a choice of two tasks for the Foundation Tier and a choice of three tasks on the Higher Tier. Different examination papers will be provided for the two days.

Foundation Tier candidates will be expected to discuss a topic and follow a series of leading questions as well as respond to a series of pictures on the subject in question. Candidates on the Higher Tier will be given a choice of **either** a picture **or** a statement **or** a video as a stimulus. These will be stimuli to begin a discussion only, and reference may be made to other relevant matters that are not mentioned in the stimuli presented. The most suitable stimulus and task should be chosen for each pair/group before the examination and then about 10 minutes allowed for each pair/group to prepare (that is, the time it takes the previous pair/group to complete their task).

Task	Foundation Tier	Higher Tier
Oral – Pair <b>or</b>	Approx. 4-6 minutes	Approx. 6-8 minutes
Oral – Group	Approx. 6-8 minutes	Approx. 8-10 minutes

- The pair/group examination should be started by noting the name and number of the centre and asking the candidates to introduce themselves.
- The candidates should be asked to discuss the topic given to them for the pair/group task, expressing their personal opinion, and they should be allowed to do so fairly independently although it is possible to interrupt occasionally to move the discussion forward. (See the Role of the Examiner).
- On the day of the examination a mark out of **28 (Foundation Tier)** and **40 (Higher Tier)** must be noted for each candidate.
- Centres should ensure that the name and number of the centre, as well as the names and marks of the candidates can be heard clearly on the tape.

**(b) The Role of the Examiner (teacher)**

During the **pair/group task** the examiner (teacher) should **give the pair/group the opportunity to discuss fairly independently**. If required the examiner should:

- encourage discussion;
- encourage a change in direction in the discussion;
- ask a candidate to offer evidence to confirm ideas or to develop an argument;
- ensure that each candidate has an opportunity to respond.

**(c) Moderation**

- During the examination period, each centre is asked to record each pair/group's examination, mark the work and moderate the school's marks before a sample is sent to a moderator appointed by the WJEC.
- The sample must contain an example of groups working on each grade (A\* - G) which represent every teaching class. Where this is not possible, a minimum of 5 pairs/groups is asked for which represent different grades across all the teaching classes in the year.
- The marks given to each candidate included in the sample should be recorded on the appropriate mark sheets.

**(ch) Recording marks**

- The marks of all the candidates are recorded on the computerised "C" forms which are normally completed at the end of April/ beginning of May.

**5.4.2 Listening Comprehension Examination – 10%**

The use of dictionaries is not allowed in this examination.

A written examination is produced (approx. 1/2 hour Higher Tier, 20 minutes Foundation Tier) which will enable the candidates to show that they understand spoken Welsh in various situations including standard public language and dialects. The examination will be recorded on an audio cassette. The examination will contain 3 questions including one overlapping question which is common to the two tiers.

**5.4.3 Written Examination – Reading and Writing (2 hours) (30%)**

The use of dictionaries is not allowed in this examination.

Two examination papers are set: one for grades C – G and the other for grades A\* - D. The work is assessed externally.

### Reading (15%)

Candidates are expected to show that they can understand the content of pieces of a different nature, choosing the facts that are relevant to specific purposes. 2 reading questions are set with one overlapping question common to both tiers.

**The candidates' language is assessed as they respond to the reading passages.** 20% of the marks for responding to reading are awarded for the quality of the candidates' language.

During the course opportunities should be given to the candidates to read and respond to a range of different materials including some authentic material, e.g.

- a profile
- a letter
- a fax
- an e-mail
- a memo
- an advertisement
- a dialogue
- information from the Web
- a magazine
- *papur bro*
- suitable leaflets.

### Writing (15%)

Candidates are expected to show that they can write in various forms and for different purposes. 2 questions are set with one overlapping question common to both tiers.

Candidates are expected to show that they can write Welsh effectively, using a range of vocabulary and language patterns suitable for the purpose and the audience. **Half the marks are awarded for the content and half for the quality of the language and the expression.**

During the course candidates should be given opportunities to express experiences, present information and create various pieces that record and present facts, voice an opinion and write formally and informally. Candidates should be given opportunities to write in different forms, e.g.

- a post card
- a letter
- a fax
- an e-mail
- a memo
- a dialogue
- a diary
- an information leaflet
- an article
- a report
- an essay
- a story.

## LANGUAGE APPENDIX

### Foundation Tier

#### Verbs

Every person in the affirmative, negative and interrogative in the following tenses:

- Present (*rydw i*)
- Perfect (*rydw i wedi*)
- Perfect continuous (*rydw i wedi bod*)
- Imperfect (*roeddwn i*)
- Future (*bydda i*)
- Past (short form): regular (*prynais i*) and irregular verbs – (*mynd, dod, cael, gwneud*)
- Conditional – the first and second person singular and plural (*hoffwn i, baset ti*)

Imperative: second person singular and plural, recognise the endings *-a/-wch* (*cerdda, cerddwch*)  
Negative forms – *Peidiwch â, Paid â*

The most common interrogative forms *Oes?* (Is/are there?) *Oedd?* (was/were there?) *Ydy?* (Is?) *Fydd?* (Will?)

#### Questions

- Where? *Ble?*
- Why? *Pam?*
- When? *Pryd?*
- Who? *Pwy?*
- What? *Beth?*
- Which? *Pa?*
- How? *Sut?*
- How many/How much of? *Sawl/Faint o?*
- What time? *Faint o'r gloch?*
- May I? *Ga i?*

#### Pronouns (every person)

- Simple pronouns (me, you / *fi, ti*)
- Relative pronouns (my, your / *fy, dy*)

#### Adjectives

- The normal position for an adjective
- Qualifying adjectives (very, too / *iawn, rhy*)

#### The article

the (*y/yr/'r*)

#### Conjunctions

and, or, but, because (*a/ac, neu, ond, achos*)

### Prepositions – awareness of how prepositions are conjugated

- For *Am*
- On *Ar*
- To *At*
- Under *Dan*
- In *Yn*
- To *I*
- From *O*
- By *Wrth*
- Through *Drwy*
- With *Gyda*
- Over *Dros*
- Without *Heb*
- By *Gan*

### Nouns

- Singular and plural forms (*merch, merched; bachgen, bechgyn*)
- Singular forms after numerals (*saith merch, tri bachgen*)

### Time and dates

- Time
- Days of the week
- Months of the Year
- The seasons

### Numerals and ordinals

- Decimal method (*tri deg plentyyn*)
- Traditional numerals for time (11 – 25)

### Adverbs

- The most common adverbs (e.g. *ddoe, heddiw, yfory*)

### Greetings

#### Idiomatic structures

- *gan/gyda* *e.e. Mae'n ddrwg gen i/Mae'n well gyda hi*
- *i* *e.e. Mae rhaid i fi*
- *ar* *e.e. Mae angen dillad newydd arno fe*

### Mutations

Awareness of mutated forms

## Higher Tier

The grammatical structures listed for the Foundation Tier as well as the following:

### Verbs

Every person in the positive, interrogative and negative forms:

- the conditional (would they pay? *fasen nhw'n talu?*),
- the pluperfect (I had; *roeddwn i wedi*)
- the continuous pluperfect (I had been; *roeddwn i wedi bod*)
- The habitual (I...usually/sometimes/regularly; *Bydda i'n . . . fel arfer/weithiau/yn rheolaidd*)

The affirmative form, every person

- The conditional imperfect (If I was, if you were etc. *pe baswn i, pe baset ti a.y.y.b.*)

Prepositions following verb-nouns (look at, talk to etc.; *edrych ar, siarad â a.y.y.b.*)

### Questions

- Since when? *Ers pryd?*
- Which one? *P'un?*
- Which ones? *Pa rai?*
- How? *Pa mor?*
- Who owns? *Pwy biau?*
- To where? *I ble?*
- From where? *O ble?*

### Pronouns

- Indicative pronouns (here, there, that; *yma, yna, acw*)

### Adjectives

- Mutate after a singular feminine noun
- Compare adjectives but using 'as' (*mor*) only in the comparative (as interesting, more interesting, most interesting / *mor ddiddorol, mwy diddorol, mwyaf diddorol*)

### Prepositions

- Run the prepositions listed for the Foundation Tier
- Mutations following prepositions

### Nouns

- Gender of nouns

### Numerals and ordinals

- Masculine and feminine ordinals (three girls, four boys/ *tair merch, pedwar bachgen*)
- Numerals + years (two years, seven years old / *dwy flynedd, saith mlwydd oed*)
- Traditional numerals for money and age, 11 – 21
- Ordinals 1 – 10

### Common idioms

*mae'n debyg, erbyn hyn, gorau po gyntaf, o dro i dro ac ati.*

### Clauses

- noun clause with different forms of 'to be' (that I am, that you are; *fy mod i, dy fod ti*)

### Mutations

Knowledge of the mutations

## 6

### KEY SKILLS

Key skills are the generic skills that can help students improve their learning and their performance in education and training, work and in life generally.

In this specification (Appendix 1) information is given about key skills on levels 1 and 2 in:

- ◆ Communication
- ◆ Information technology.

Added to the key skill *Application of number*, the units can be combined to gain a Key Skills Qualification. To gain this qualification students must show that they have the necessary skills by presenting a portfolio of evidence gathered during their day to day studies, in their work or in other activities, together with a suitable independent external assessment.

In this specification information is given about broader key skills on levels 1 and 2:

- ◆ working with others
- ◆ improving your own learning and performance
- ◆ problem solving

## 7

### GRADE DESCRIPTIONS

Descriptions of grades are provided to give a general indication of the attainment standards likely to be shown by students that were awarded special grades. The descriptions must be interpreted in relation to that content. The grade awarded will depend, in practical terms, on the grades the candidate has gained on meeting the assessment aims generally. Weaknesses in some aspects of the examination may be balanced by a better performance in other aspects.

#### Grade F

Candidates will be expected to show an understanding of oral stimuli in familiar situations; begin to contribute more than one sentence at a time when talking or conversing; offer some simple reasons to support their contributions; speak clearly using some variety of language.

Candidates will be expected to show an understanding of the general flow of suitable topics; respond simply to materials read by using information for a specific purpose.

Candidates will be expected to convey familiar experiences simply; convey factual information simply; use a varied vocabulary, phrases and simple sentences.

### **Grade C**

Candidates will be expected to show an understanding of a range of spoken language, including simple and complex sentences in a variety of contexts by responding to what they hear; converse and discuss in a variety of situations and convey their experiences with some detail, convey their viewpoints and use examples or evidence to support these viewpoints; speak freely using an increasing variety of examples and sentence patterns and exhibit an awareness of linguistic correctness.

Candidates will be expected to read and understand a selection of suitable materials; respond to various materials supporting their explanations by addressing the text; choose and use relevant information from several sources to complete specific tasks.

Candidates will be expected to convey familiar experiences and events in detail producing clear and organised work; convey factual information in detail in order to voice an opinion and support their viewpoints with reasons; choose relevant vocabulary and sentence patterns for various purposes and display some awareness of correctness.

### **Grade A**

Candidates will be expected to show increasing understanding of the oral language in a variety of formal and informal situations which are relevant to their age by summarising the main ideas and responding to what they hear; present information, discuss viewpoints, convey opinion, go into detail about the reasons and respond to the ideas of others; speak easily, confidently and generally correctly; use an increasing variety of phrases and sentence patterns and display an awareness of the need to vary the expression according to the purpose and the audience.

Candidates will be expected to read and understand a wide variety of suitable material, including some more complicated pieces; respond to challenging material, supporting their comments by referring to the text; using their reading skills to select and use information to complete a variety of tasks on topics within their experiences.

Candidates will be expected to write a variety of personal and imaginative pieces effectively producing clear and organised work; convey information and opinions on matters relevant to their age and support their viewpoints with reasons and examples; choose suitable vocabulary and sentence patterns showing an increasing awareness of linguistic correctness and tone.

**APPENDIX 1: EXEMPLIFICATION OF KEY SKILLS**

*Note: If producing certain types of evidence creates difficulties, due to disability or other factors, the student may be able to use other ways to show achievement. The student should ask the tutor or supervisor for further information.*

**COMMUNICATION****COMMUNICATION: LEVEL 1****C1.1 TAKE PART IN A DISCUSSION**

<b>C1.1 Students must:</b>	<b>Evidence must show students can:</b>	<b>Examples of evidence:</b>	<b>Suggested context:</b>
Take part in a <b>one-to-one</b> discussion and a <b>group</b> discussion about different, straightforward subjects.	<ul style="list-style-type: none"> <li>• Provide information that is relevant to the subject and purpose of the discussion;</li> <li>• Speak clearly in a way that suits the situation; and</li> <li>• Listen and respond appropriately to what others say.</li> </ul>	Discussion Records from an assessor who observed each discussion and noted how the student met the requirements of the Unit, or an audio/video tape of the discussions.	Preparation for the oral examination in order to respond in a group discussion.  Take part in group work tasks as preparation for the oral examination.

**C1.2 READ AND OBTAIN INFORMATION**

<b>C1.2 Students must:</b>	<b>Evidence must show students can:</b>	<b>Examples of evidence:</b>	<b>Suggested context:</b>
Read and obtain information from <b>two</b> different types of documents about straightforward subjects, including at least <b>one</b> image.	<ul style="list-style-type: none"> <li>• Read relevant material;</li> <li>• Identify accurately the main points and ideas in the material; and</li> <li>• Use the information to suit the purpose.</li> </ul>	Reading A record of what the student reads and why, including a note or copy of the image. Notes, highlighted text or answers to questions about the material read. Records of how the student used the information. E.g. in discussions for <b>C1.1</b> or writing for <b>C1.3</b> .	Preparation for the individual oral task – presenting information.  Preparation for responding in the group discussion in the oral examination.  Reading different documents when preparing the coursework portfolio; oral and written response to reading.

**C1.3 WRITE TWO DIFFERENT TYPES OF DOCUMENT**

<b>C1.3 Students must:</b>	<b>Evidence must show students can:</b>	<b>Examples of evidence:</b>	<b>Suggested context:</b>
Write <b>two</b> different types of documents about straightforward subjects. Include at least <b>one</b> image in one of the documents.	<ul style="list-style-type: none"> <li>• Present relevant information in a form that suits the purpose;</li> <li>• Ensure text is legible; and make sure that spelling, punctuation and grammar are accurate so the meaning is clear.</li> </ul>	Writing Two different documents might include a letter, a short report or essay, with an image such as a chart or sketch.	Preparation in relation to answering the writing questions in the external examination.  Completing the writing tasks for the coursework portfolio.

<b>COMMUNICATION: LEVEL 2</b>			
<b>C2.1a CONTRIBUTE TO A DISCUSSION</b>			
<b>C2.1a Students must:</b>	<b>Evidence must show students can:</b>	<b>Examples of evidence:</b>	<b>Suggested context:</b>
Contribute to a discussion about a straightforward subject.	<ul style="list-style-type: none"> <li>• Make clear and relevant contributions in a way that suits the purpose and situation;</li> <li>• Listen and respond appropriately to what others say; and</li> <li>• Help to move discussion forward.</li> </ul>	Discussion A record from an assessor who observed the discussion and noted how the student met the requirements of the Unit, or an audio/video tape of the discussion.	Preparation for the oral examination in order to respond in a group discussion.  Take part in group work tasks as preparation for the oral examination.
<b>C2.1b GIVE A SHORT TALK</b>			
<b>C2.1b Students must:</b>	<b>Evidence must show students can:</b>	<b>Examples of evidence:</b>	<b>Suggested context:</b>
Give a short talk about a straightforward subject, using an image.	<ul style="list-style-type: none"> <li>• Speak clearly in a way that suits the subject, purpose and situation;</li> <li>• Keep to the subject and structure the talk to help listeners follow what the student says; and</li> <li>• Use image to illustrate clearly main points.</li> </ul>	Short talk A record from an assessor who observed the talk, or an audio/video tape of the talk. Notes from preparing and giving the talk. A copy of the image used.	Preparation for the individual oral task – presenting information.
<b>C2.2 READ AND SUMMARISE INFORMATION</b>			
<b>C2.2 Students must:</b>	<b>Evidence must show students can:</b>	<b>Examples of evidence:</b>	<b>Suggested context:</b>
Read and summarise information from <b>two</b> extended documents about a straightforward subject. One of the documents should include at least <b>one</b> image.	<ul style="list-style-type: none"> <li>• Select and read relevant material;</li> <li>• Identify accurately the lines of reasoning and main points from text and images; and</li> <li>• Summarise the information to suit the purpose.</li> </ul>	Reading A record of what is read and why, including a note or copy of the image. Notes, highlighted text or answers to questions about the material read. Evidence of summarising information could include the student’s notes for the talk, or one of the documents written.	Preparation for the individual oral task – presenting information.  Preparation for responding in the group discussion in the oral examination.  Reading different documents when preparing the coursework portfolio; oral and written response to reading.
<b>C2.3 WRITE DIFFERENT TYPES OF DOCUMENT</b>			
<b>C2.3 Students must:</b>	<b>Evidence must show students can:</b>	<b>Examples of evidence:</b>	<b>Suggested context:</b>
Write <b>two</b> different types of documents about straightforward subjects. One piece of writing should be an extended document and include at least <b>one</b> image.	<ul style="list-style-type: none"> <li>• Present relevant information in an appropriate form;</li> <li>• Use a structure and style of writing to suit the purpose; and</li> <li>• Ensure the text is legible and that spelling, punctuation and grammar are accurate, so the meaning is clear.</li> </ul>	Writing Two different documents might include a report or an essay, with an image such as a chart, graph or diagram, a business letter or notes.	Preparation in relation to answering the writing questions in the external examination.  Completing the writing tasks for the coursework portfolio.

## INFORMATION TECHNOLOGY

<b>INFORMATION TECHNOLOGY: LEVEL 1</b>			
<b>IT1.1 FINDING, EXPLORING AND DEVELOPING INFORMATION</b>			
<b>IT1.1 Students must:</b>	<b>Evidence must show students can:</b>	<b>Examples of evidence:</b>	<b>Suggested context:</b>
<p>Find, explore and develop information for <b>two</b> different purposes.</p>	<ul style="list-style-type: none"> <li>• Find and select relevant information;</li> <li>• Enter and bring in information, using formats that help development; and</li> <li>• Explore and develop information to meet the student's purpose.</li> </ul>	<p><b>Find and develop information</b>                      Print-outs and copies of the information the student selects to use.                      A record from an assessor who observed the student using IT when exploring and developing information or working drafts with notes of how the student met the requirements of the Unit.</p>	<p>Search for information on the internet to glean evidence in order to discuss controversial issues.</p> <p>Search for information on the internet in order to prepare for the individual oral task – presenting information.</p> <p>Search for information on the internet to prepare for group discussion.</p>
<b>IT1.2 PRESENTING INFORMATION</b>			
<b>IT1.2 Students must:</b>	<b>Evidence must show students can:</b>	<b>Examples of evidence:</b>	<b>Suggested context:</b>
<p>Present information for <b>two</b> different purposes.                      The student's work must include at least <b>one</b> example of text, <b>one</b> example of images, and <b>one</b> example of numbers.</p>	<ul style="list-style-type: none"> <li>• Use appropriate layouts for presenting information in a consistent way;</li> <li>• Develop the presentation so it is accurate, clear and meets the purpose; and</li> <li>• Save information so it can be found easily.</li> </ul>	<p>Present information                      Working drafts showing how the student developed the presentation or records from an assessor who saw the presentation or records from an assessor who saw the student's screen displays.                      Print-outs or prints of a static or dynamic screen display of the student's final work, including examples of text, images and numbers.                      Records of how the student saved information.</p>	<p>All writing tasks for the coursework portfolio can be completed on a word processor.</p> <p>Create a pamphlet which will aid preparation for the individual oral task.</p>

<b>INFORMATION TECHNOLOGY: LEVEL 2</b>			
<b>IT2.1 SEARCHING FOR AND SELECTING INFORMATION</b>			
<b>IT2.1 Students must:</b>	<b>Evidence must show students can:</b>	<b>Examples of evidence:</b>	<b>Suggested context:</b>
Search for and select information for <b>two</b> different purposes.	<ul style="list-style-type: none"> <li>Identify the information needed and suitable sources;</li> <li>Carry out effective searches; and</li> <li>Select information that is relevant to the student's purpose.</li> </ul>	<b>Search for and select information</b> Print-outs of the relevant information with notes of sources and how the student made searches, or a record from an assessor who observed the student using IT when searching for information.	Search for information on the internet to glean evidence in order to discuss controversial issues.  Search for information on the internet in order to prepare for the individual oral task – presenting information.  Search for information on the internet to prepare for group discussion.
<b>IT2.2 EXPLORING AND DEVELOPING INFORMATION</b>			
<b>IT2.2 Students must:</b>	<b>Evidence must show students can:</b>	<b>Examples of evidence:</b>	<b>Suggested context:</b>
Explore and develop information, and derive new information, for <b>two</b> different purposes.	<ul style="list-style-type: none"> <li>Enter and bring together information using formats that help developments;</li> <li>Explore information as needed for the purpose; and</li> <li>Develop information and derive new information as appropriate.</li> </ul>	Develop information Print-outs, or a record from an assessor who observed the student using IT, with notes to show how the student explored and developed information and derived new information.	Develop the information from the internet in order to discuss controversial issues  Search for and develop information from the internet as well as discovering new information in order to prepare for the individual oral task.
<b>IT2.3 PRESENT COMBINED INFORMATION</b>			
<b>IT2.3 Students must:</b>	<b>Evidence must show students can:</b>	<b>Examples of evidence:</b>	<b>Suggested context:</b>
Present combined information for <b>two</b> different purposes. The student's work must include at least <b>one</b> example of text, <b>one</b> example of images and <b>one</b> example of numbers.	<ul style="list-style-type: none"> <li>Select and use appropriate layouts for presenting combined information in a consistent way;</li> <li>Develop the presentation to suit the purpose and the types of information; and</li> <li>Ensure the work is accurate, clear and saved appropriately.</li> </ul>	Present information Working drafts, or a record from an assessor who observed the screen displays, with notes to show how the student developed content and presentation. Print-outs, or prints of static or dynamic screen displays, of the final work, including examples of text, images and numbers. Records of how the information was saved.	All writing tasks for the coursework portfolio can be completed on a word processor.  Create a pamphlet which will aid preparation for the individual oral task.

## WORKING WITH OTHERS

Students must carry through at least:

- **one** straightforward activity in a one-to-one situation;
- **one** straightforward activity in a group situation.

Each activity must include tasks for WO1.1, WO1.2 and WO1.3.

<b>WORKING WITH OTHERS: LEVEL 1</b>			
<b>Students must:</b>	<b>Evidence must show students can:</b>	<b>Examples of evidence:</b>	<b>Suggested context :</b>
<p>WO1.1 Plan with others what needs to be done to achieve given objectives, and confirm understanding of responsibilities and working arrangements.</p>	<ul style="list-style-type: none"> <li>• Check understanding of the objectives the student has been given for the activity;</li> <li>• Identify what needs to be done to achieve them and suggest ways the student could help; and</li> </ul> <p>Make sure that the student is clear about her/his responsibilities and working arrangements.</p>	<p><b>Planning activities</b> Records from an assessor who observed the student's discussions with others or audio/video tapes. Notes of the objectives, responsibilities and working arrangements for each activity.</p>	<p>Preparing for group discussion work.</p>
<p>WO1.2 Work with others towards achieving the given objectives, carrying out tasks to meet responsibilities.</p>	<ul style="list-style-type: none"> <li>• Carry out tasks to meet responsibilities;</li> <li>• Work safely, and accurately follow the working methods the student has been given; and</li> <li>• Ask for help and offer support to others, when appropriate.</li> </ul>	<p><b>Working towards objectives</b> Records of how the student carried out tasks to meet responsibilities. Notes of the help given and the support the student offered others. These records could include a log, statements written by others with whom the student worked, audio/video tape recordings, photographs with notes and assessor records.</p>	<p>Undertaking group oral work – e.g. preparing for the oral examination.</p>
<p>WO1.3 Identify progress and ways of improving work with others to help achieve given objectives.</p>	<ul style="list-style-type: none"> <li>• Identify own and other's opinions on what has gone well and less well in carrying out the activity.</li> <li>• Report any difficulties in meeting own responsibilities and what was done about them; and</li> <li>• Identify ways of improving work with others to help achieve objectives.</li> </ul>	<p><b>Identifying progress</b> Statements from both the student and others on progress (written or recorded). Records of answers to questions from an assessor about any difficulties and what the student did about them. Notes of ways to improve work with others.</p>	<p>Evaluating their group oral work – e.g. preparing for the oral examination.</p>

Students must carry through at least:

- **one** straightforward activity in a one-to-one situation;
- **one** straightforward activity in a group situation.

Each activity must include tasks for WO2.1, WO2.2 and WO2.3.

<b>WORKING WITH OTHERS: LEVEL 2</b>			
<b>Students must:-</b>	<b>Evidence must show students can:</b>	<b>Examples of evidence:</b>	<b>Suggested context:</b>
<p>WO2.1 Plan the activity with others, identifying objectives and helping to allocate responsibilities and confirm working arrangements.</p>	<ul style="list-style-type: none"> <li>• Identify the objectives of the activity and what needs to be done to achieve them;</li> <li>• Provide relevant information to help allocate responsibilities; and</li> <li>• Confirm working arrangements with those involved.</li> </ul>	<p><b>Planning activities</b> Records from an assessor who observed the student's discussions with others or audio/video tapes. Note of the information provided, with details of the identified objectives, responsibilities and working arrangements for each activity.</p>	<p>Preparing for group discussion work</p>
<p>WO2.2 Work with others towards achieving the identified objectives, organising tasks to meet responsibilities, and support co-operative working.</p>	<ul style="list-style-type: none"> <li>• Organise own tasks so the student can be effective in meeting responsibilities;</li> <li>• Carry out tasks accurately and safely, using appropriate working methods; and</li> <li>• Support co-operative ways of working, seeking advice from an appropriate person when needed.</li> </ul>	<p><b>Working towards objectives</b> Records of how the student organised and carried out tasks, supported co-operative work and sought advice. These records could include a log, statements written by others with whom the student worked, audio/video tape recordings, photographs with notes and assessor records.</p>	<p>Undertaking group oral work – e.g. preparing for the oral examination.</p>
<p>WO2.3 Exchange information on progress and agree ways of improving work with others to help achieve objectives.</p>	<ul style="list-style-type: none"> <li>• Provide information on what has gone well and less well in carrying out the activity, including the quality of work;</li> <li>• Listen and respond appropriately to progress reports from others; and</li> <li>• Agree ways of improving work with others to help achieve objectives.</li> </ul>	<p><b>Exchanging information on progress</b> Statements on progress (written or recorded) including details about the quality of work and how the student responded to other reports on progress. Notes of what the student agreed to do to improve work with others and help achieve objectives.</p>	<p>Evaluating their group oral work – e.g. preparing for the oral examination.</p>

## IMPROVING OWN LEARNING AND PERFORMANCE

Students must carry through at least:

- **one** example of study-based learning;
- **one** example of activity-based learning.

The whole process must be completed twice.

IMPROVING OWN LEARNING AND PERFORMANCE			
Students must:	Evidence must show students can:	Examples of evidence:	Suggested context:
<p><b>LP1.1</b> Confirm understanding of targets and how these will be met, with the person setting them.</p>	<ul style="list-style-type: none"> <li>• Make sure targets clearly show what is wanted to be achieved;</li> <li>• Identify action points and deadlines for each target; and</li> <li>• Make sure the dates for reviewing progress and how to get support needed are known.</li> </ul>	<p><b>Understanding targets</b> Records of discussions which show the student checked her/his understanding of targets and knew how to get the support needed.</p>	<p>Welsh as a second language provides many opportunities to set targets in order to improve learning and performance through discussion with teachers and others e.g. when preparing for coursework tasks or the oral examination.</p>
<p><b>LP1.2</b> Follow plans, using support given by others to help meet targets.</p>	<ul style="list-style-type: none"> <li>• Work through the action points to complete tasks on time;</li> <li>• Use support and ways of learning given by others to help in the meeting of targets; and</li> <li>• Make changes suggested by the person supervising the student, when needed.</li> </ul>	<p><b>Following plans</b> A log of study-based and activity-based learning, with notes of the support given. Records from those who have seen the work and which shows the tasks were completed on time and how any suggested changes were made.</p>	<p>This specification provides many opportunities for candidates to achieve the targets set with the help of others e.g. studying a particular written form before starting to write a similar piece for the coursework portfolio; undertaking language/grammar exercises in order to improve quality of language and expression.</p>
<p><b>LP1.3</b> Review achievements and progress in meeting targets, with help from an appropriate person.</p>	<ul style="list-style-type: none"> <li>• Say what it is thought has gone well and less well, what was learned and ways learning took place;</li> <li>• Identify targets met and evidence of achievements; and</li> <li>• Check that the student understood how to improve her/his performance.</li> </ul>	<p><b>Reviewing progress</b> Records of discussions which show what the student said about her/his progress and had checked s/he knew how to improve performance. Examples of work which show the student learned from two study-based and two activity-based activities. Notes on action plans to show targets met.</p>	<p>Evaluating tasks which have been completed as coursework or tasks preparing for the oral examination with a teacher.</p>

Students must carry through tasks for LP2.1, LP2.2 and LP2.3 that include at least:

- **one** example of study-based learning;
- **one** example of activity-based learning.

The student must complete this whole process twice and include at least **one** example of working without close supervision and **one** example of using learning from one task to meet the demands of a new situation.

<b>IMPROVING OWN LEARNING AND PERFORMANCE LEVEL 2</b>			
<b>Students must:</b>	<b>Evidence must show students can:</b>	<b>Examples of evidence:</b>	<b>Suggested context:</b>
<p><b>LP2.1</b> Help set targets with an appropriate person and plan how these will be met.</p>	<ul style="list-style-type: none"> <li>• Provide accurate information to help set realistic targets for achieving what is to be done;</li> <li>• Identify appropriate action points for each target; and</li> <li>• Plan how time will be used effectively to meet targets, including use of support and a date for reviewing progress.</li> </ul>	<p><b>Setting targets</b> Records of discussions which show the information provided to help set targets. Two action plans with action points, timetable and notes of support needed.</p>	<p>Welsh as a second language provides many opportunities to set targets in order to improve learning and performance through discussion with teachers and others e.g. when preparing for coursework tasks or the oral examination.</p>
<p><b>LP2.2</b> Use plans, identifying support from others to help meet targets, and take responsibility for some decisions about own learning.</p>	<ul style="list-style-type: none"> <li>• Use personal timetable and action points to help manage time well and complete tasks;</li> <li>• Identify when support is needed and use this effectively to help the meeting of targets; and</li> <li>• Take responsibility for some decisions about own learning, using suitable approaches and methods and make any changes to plans when needed.</li> </ul>	<p><b>Using plans</b> A log of the study-based and activity-based learning, with notes of:</p> <ul style="list-style-type: none"> <li>• When the student asked for support and it was used;</li> <li>• When and how the student took responsibility for own learning;</li> <li>• How own learning from one task was used to meet the demands of a new situation;</li> <li>• Any changes made to the plan..</li> <li>• Records from those who saw the work which show the student managed her/his time well and completed tasks.</li> </ul>	<p>This specification provides many opportunities for candidates to achieve the targets set with the help of others e.g. studying a particular written form before starting to write a similar piece for the coursework portfolio; undertaking language/grammar exercises in order to improve quality of language and expression.</p>
<p><b>LP2.3</b> Review progress with an appropriate person and provide examples of evidence of achievements.</p>	<ul style="list-style-type: none"> <li>• Provide information on what has gone well, problems met, what was learned and ways learned;</li> <li>• Identify targets met, and examples of evidence of achievements; and</li> <li>• Identify ways of improving own performance.</li> </ul>	<p><b>Reviewing progress</b> Records of information provided on progress and ways of improving performance. Examples of work which show what was learned from two study-based and two activity-based learning activities. Notes on personal action plans to show targets met.</p>	<p>Evaluating tasks which have been completed as coursework or tasks preparing for the oral examination with a teacher.</p>

## PROBLEM SOLVING

*The student must: carry through a straightforward activity, which includes tasks for PS1.1, PS1.2 and PS1.3, for each of two given problems.*

PROBLEM SOLVING: LEVEL 1			
Students must:	Evidence must show students can:	Examples of evidence:	Suggested context:
<p><b>PS1.1</b> Confirm understanding of the given problem and identify at least <b>two</b> options for solving it, with help from an appropriate person.</p>	<ul style="list-style-type: none"> <li>• Check with an appropriate person that the problem is understood, and how to succeed in solving it;</li> <li>• Identify different ways of tackling the problem;</li> <li>• Decide, with help, which options have a realistic chance of success.</li> </ul>	<p><b>Confirm problems and identify options</b> Descriptions of the two problems and how success in solving the problem would be shown. Descriptions of ways for solving the two problems and the most realistic options to try. Records of help given.</p>	<p>Preparing for the role-play task – where a particular task is given to the student to complete.</p>
<p><b>PS1.2</b> Plan and try out at least <b>one</b> option for solving the problem, using given evidence and support.</p>	<ul style="list-style-type: none"> <li>• Confirm with an appropriate person the option to be tried for solving the problem;</li> <li>• Plan how to carry out this option; and</li> <li>• Follow through the plan, making use of advice and support given by others to help in the tackling of the problem.</li> </ul>	<p><b>Plan and try out options</b> Statements on how the student confirmed the options to be tried out. A plan for trying out each option. Records of what was done in following the plan, with notes on the advice and support given.</p>	<p>The student should try to persuade the other person in the conversation (usually the teacher) that he/she has managed the particular situation set and succeeded to complete the task.</p>
<p><b>PS1.3</b> Follow given methods to check whether the problem has been solved and describe the results, including ways to improve the approach.</p>	<ul style="list-style-type: none"> <li>• Follow accurately the methods given to check whether the problem has been solved successfully;</li> <li>• Describe clearly the results of the problem solving activity; and</li> <li>• Identify ways of improving the approach to problem solving.</li> </ul>	<p><b>Check and describe results</b> Records of the methods given and how they were used. Descriptions of the results of the problem solving activities and ways to improve the approach to problem solving.</p>	<p>The student should review the success of his/her plans and means of addressing the situation. Following this he/she should suggest ways of improving his/her method of dealing with similar situations in future.</p>

The student must carry through a straightforward activity, which includes tasks for PS2.1, PS2.2 and PS2.3, for each of **two** given problems.:

<b>PROBLEM SOLVING: LEVEL 2</b>			
<b>Students must:</b>	<b>Evidence must show students can:</b>	<b>Examples of evidence:</b>	<b>Suggested context:</b>
<p><b>PS2.1</b> Identify the problem and come up with at least <b>two</b> options for solving it.</p>	<ul style="list-style-type: none"> <li>Identify with accuracy the main features of the problem and how the student will personally show success in solving it;</li> <li>Come up with different ways of tackling the problem; and</li> <li>Decide which options have a realistic chance of success, using help from others when appropriate.</li> </ul>	<p><b>Identify problems and options</b> Descriptions of the two given problems and how the student is going to show they have been solved successfully. Descriptions of ways for solving the two given problems and how these were arrived at. Records of how the student decided which options were most realistic, including the help obtained.</p>	<p>Preparing for the role-play task – where a particular task is given to the student to complete.</p>
<p><b>PS2.2</b> Plan and try out at least <b>one</b> option for solving the problem, obtaining support and making changes to the plan when necessary.</p>	<ul style="list-style-type: none"> <li>Confirm with an appropriate person the option to be tried for solving the problem, and plan how to carry it out;</li> <li>Follow the plan, organising the relevant tasks and making changes to the plan when necessary; and</li> <li>Obtain and effectively use support to help in tackling the problem.</li> </ul>	<p><b>Plan and try out options</b> Statements on how the options were confirmed and tried out. A plan for trying out each option. Records of what was done, including any changes made to the plan. Notes of the support obtained and how this was used effectively.</p>	<p>The student should try to persuade the other person in the conversation (usually the teacher) that he/she has managed the particular situation set and succeeded to complete the task.</p>
<p><b>PS2.3</b> Apply given methods to check whether the problem has been solved and describe the results and explain the approach, including that to problem solving.</p>	<ul style="list-style-type: none"> <li>Apply accurately the methods given to check whether the problem has been solved successfully</li> <li>Describe clearly the results, and explain the decisions taken at each stage of tackling the problem; and</li> <li>Identify the strengths and weaknesses of the approach to problem solving and describe what would be done differently if a similar problem were met.</li> </ul>	<p><b>Check and describe results</b> Records of the methods used, the results of the checks carried out and explanations of the decisions taken. Descriptions of the strengths and weaknesses of the approach to the problem solving activities, and what would be done differently.</p>	<p>The student should review the success of his/her plans and means of addressing the situation. Following this he/she should suggest ways of improving his/her method of dealing with similar situations in future.</p>