

Contents

**AS GCE Welsh: WJEC Second Language
A Level GCE: WJEC Second Language**

2009 & 2010

**First AS Award – Summer 2009
First A Level Award – Summer 2010**

| | Page |
|--|-------------|
| Entry Codes and Availability of Units | 2 |
| Summary of Assessment | 3 |
| Introduction | 5 |
| Aims | 8 |
| Assessment Objectives | 9 |
| Specification Content | 10 |
| Scheme of Assessment | 21 |
| Key Skills | 25 |
| Performance Descriptions | 26 |
| Internal Assessment Guidelines | 30 |

GCE Welsh Second Language

| Subject / Option Entry Codes | |
|--|--------------|
| <i>Advanced Subsidiary (AS) "Cash in" entry</i> <i>Advanced Level (A) "Cash in" entry</i> | 2381 3381 |
| CA1 : Film and Oracy | 1381 |
| CA2 : Written Coursework | 1382 |
| CA3 : The Use of Language and Poetry | 1383 |
| CA4 : Drama and Oracy | 1384 |
| CA5 : The Short Story and Translanguaging | 1385 |
| CA6 : The Use of Language and Poetry Appreciation | 1386 |

| Availability of Assessment Units | | | | |
|---|-----------------|--------------|---|---|
| Unit | January 2009 | June 2009 | January 2010 & each subsequent year | June 2010 & each subsequent year |
| CA1 | | ✓ | | ✓ |
| CA2 | | ✓ | | ✓ |
| CA3 | ✓ | ✓ | ✓ | ✓ |
| CA4 | | | | ✓ |
| CA5 | | | | ✓ |
| CA6 | | | | ✓ |

Qualification Accreditation Number

Advanced Subsidiary: 500/3025/5
Advanced: 500/2478/4

SUMMARY OF ASSESSMENT

This specification is divided into a total of 6 units, 3 AS units and 3 A2. Weightings noted below are expressed in terms of the full A Level qualification.

ADVANCED SUBSIDIARY - 3 compulsory units

| |
|---|
| CA1 20% Oral Exam. – approx. 45 mins. per group 60 marks (UMS:120) |
| Film and Oracy. Candidates will be questioned on the following in groups of three: 1. A discussion of contemporary multimedia Welsh culture. 2. The film <i>Hedd Wyn</i> . 3. Themes which arise from the film. |
| CA2 15% Internal Assessment 40 marks (UMS:90) |
| Written coursework Candidates are required to create a package of between 2,000 and 3,000 words with at least 4 pieces in different formats. The package must include at least 1 piece of writing completed under special conditions. |
| CA3 15% Written examination (2 hours) 120 marks (UMS:90) |
| The Use of Language and Poetry Section A: A composite question which includes different types of linguistic exercises. Section B: 3 questions based on the prescribed texts. |

ADVANCED LEVEL (AS + 3 additional units)

| |
|--|
| CA4 15% Oral Exam. – approx. 30 mins. per group 45 marks (UMS:90) |
| Drama and Oracy Candidates will be questioned on the following in groups of three: 1. A discussion of contemporary multimedia Welsh culture. 2. The play <i>Siwan</i> . 3. A discussion of connections between different aspects of Welsh, through combining and co-ordinating information, understanding and skills developed in the subject. (Synoptic assessment) |
| CA5 20% Written exam. (1¾ hours) 80 marks (UMS:120) |
| The Short Story and Translanguaging Section A: 2 questions based on the prescribed texts. Section B: Translanguaging – a written response in Welsh to an English-language article. (Synoptic assessment). |
| CA6 15% Written examination (1¾ hours) 120 marks (90:UMS) |
| The Use of Language and Poetry Appreciation Section A: A composite question which includes different types of linguistic exercises. Section B: 2 questions based on an unfamiliar poem and 1 synoptic question which bring together the information, understanding and skills developed in the subject. (Synoptic assessment) |

Welsh Second Language

1

INTRODUCTION

1.1 Criteria for AS and A Level GCE

This specification meets the general criteria for AS and A Level GCE and the subject criteria for Welsh Second Language GCE as issued by the regulators [June 2006]. The qualifications will comply with the grading, awarding and certification requirements of the Code of Practice for 'general' qualifications (including GCE).

Achievement in the AS qualification will be reported on a five-grade scale of A, B, C, D, E. Achievement in the A Level qualification will be reported on a six-scale grade of A*, A, B, C, D, E. The rewarding of A* at A level will provide recognition of the additional demands within the A2 units in terms of 'stretch and challenge' and 'synoptic' requirements.

An A* Grade in the A Level will be awarded to candidates who have gained an A Grade in the general A Level qualification and have also achieved the minimum UMS score (to be determined) in the A2 units.

The weighting of AS assessment units and the second half of the qualification (A2) will be equal when aggregated to produce an Advanced award. The AS contains three assessment units, which are CA1, CA2 and CA3 in this specification. The A2 course also contains three units, which are CA4, CA5 and CA6.

Assessment units may be retaken prior to certification for AS or A qualifications, and in those cases, the better result will be used for the qualification award. Individual assessment unit results, prior to certification for a qualification, have a shelf-life limited only by the shelf-life of the specification.

1.2 Prior learning

There is no specific requirement for prior learning, although many candidates will have gained knowledge and understanding of Welsh and will have developed the appropriate skills through the study of Welsh Second Language for GCSE.

This specification may be followed by any candidate, irrespective of their gender, ethnic, religious or cultural background.

This specification is not age-specific and, as such, provides an opportunity for candidates to extend life-long learning.

1.3 Progression

The six-part structure of this specification (3 units for AS and 3 additional units for the full A Level) allows for both staged and end-of-course assessment and thus allows candidates to defer decisions about progression from AS Level to the full A Level qualification.

This specification provides a suitable foundation for the study of Welsh Second Language or a related field, by means of a range of HE courses (e.g. university degree) or direct entry into employment. In addition, the specification provides a coherent, satisfying and worthwhile course of study for candidates who do not progress to further study in this subject.

1.4 Rationale

The purpose of this specification is to develop candidates' communication skills, in both written and spoken Welsh. It is intended to develop their ability to use language imaginatively. Broad reading is encouraged as well as thorough learning of specific literary works. The ability to respond to literature and contemporary multimedia cultural materials is promoted in order to gain an appreciation of Wales's cultural heritage.

1.5 The Wider Curriculum

In essence, Welsh is a subject which requires candidates to consider spiritual, moral, ethical, social and cultural issues while reading, studying and discussing a wide range of Welsh literature which encompasses many centuries. This specification provides a framework to explore such issues and its specific content affords individual courses the opportunity to deal with those issues. These opportunities arise through the study of, for example, Film (CA1), Drama (CA4), Poetry (CA3 a CA6) and Short Stories (CA5).

By encompassing a wide range of contemporary poetry (CA3, CA6), the work of the dramatist Saunders Lewis (CA4), the authors Mihangel Morgan and Ioan Kidd (CA5) and the film *Hedd Wyn* (CA1), and through focusing on the language as a natural and relevant means of communication, a work programme is presented which will strengthen and enhance candidates' awareness of the Welsh language's role, as the oldest living language in Europe, in an European context.

1.6 Prohibited combinations and overlap

Every specification is assigned a national classification code indicating the subject area to which it belongs. Centres should be aware that candidates who enter for more than one GCE qualification with the same classification code will only have one grade (the highest) counted for the purpose of School and College Performance Tables. The classification code for this subject is 5515.

There is no significant overlap between this specification and any other. There are no prohibited combinations. Candidates for this examination may not sit the First Language Welsh AS nor A Level examinations. Candidates who have taken Welsh / Welsh Literature (First Language) for GCSE may not sit this examination.

1.7 Equality and Fair Assessment

AS/A Levels often require assessment of a broad range of competences. This is because they are general qualifications and, as such, prepare candidates for a wide range of occupations and higher level courses.

The AS/A Level qualification and subject criteria were reviewed to identify whether any of the competences required by the subject presented a potential barrier to any disabled candidates. If this was the case, the situation was reviewed again to ensure that such competences were included only when essential to the subject. The findings of this process were discussed with disability groups and disabled people.

An assessment of speaking, listening, reading and writing skills is required for Welsh Second Language. It may be difficult for some candidates to access certain aspects of the assessment, and it may not be possible to make any reasonable adjustments, as follows:

- Speaking and Listening – some candidates with a speech impediment and some candidates with a hearing impediment who cannot lip-read.
- Reading – some candidates with a visual impairment who cannot read Braille.

Reasonable adjustments are made for disabled candidates in order to enable them to access the assessment. For this reason, very few candidates will have a complete barrier to any part of the assessment. Information on reasonable adjustments is found in the Joint Council for Qualifications document *Regulations and Guidance Relating to Candidates who are eligible for Adjustments in Examinations*. This document is available on the JCQ website (www.jcq.org.uk).

Candidates who are still unable to access a significant part of the assessment, even after exploring all possibilities through reasonable adjustments, may still be able to receive an award. They would be given a grade on the parts of the assessment they have taken and there would be an indication on their certificate that not all of the competencies have been addressed.

2

AIMS

The Welsh Second Language AS and A Level Specification is designed to encourage students to:

- study Welsh with interest, enjoyment and enthusiasm;
- communicate correctly and fluently both orally and in writing within a wide range of situations and contexts;
- write creatively and factually for a range of purposes;
- analyse familiar and unfamiliar texts independently;
- listen and respond to the opinions of others when expressing a point of view;
- express an independent opinion, based on knowledge and understanding of literary and factual texts;
- respond in Welsh with clarity, in a relevant, confident and structured manner;
- play an appropriate role in a bilingual society at the beginning of the twenty-first century.

In addition, the AS and A Level Specification for Welsh Second Language should encourage candidates to make a connection between various aspects of the subject and provide a suitable foundation which will enable candidates to pursue further studies of the language in future.

3

ASSESSMENT OBJECTIVES

Candidates must meet the following assessment objectives in the context of the content detailed in Section 4 of the specification:

| Assessment Objectives | | Weighting |
|------------------------------|--|------------------|
| AO1 | Use of spoken language <ul style="list-style-type: none"> • Speak the language correctly and confidently, while demonstrating a range of linguistic resources; adopt a context-appropriate linguistic register. • Listen attentively; raise questions and develop viewpoints and ideas in a balanced manner. • Interact, summarize and come to balanced conclusions. | 25% |
| AO2 | Responding to texts <ul style="list-style-type: none"> • Demonstrate knowledge of specific texts and their background, by means of a critical analysis which discusses and evaluates other interpretations • Appreciate and respond to literary, visual and factual subjects coherently by selecting and interpreting relevant material; • Refer specifically to the original text and provide justification for the reference. <p>Additionally, each A Level candidate will:</p> <ul style="list-style-type: none"> • Collate, compare and evaluate information presented in various media, cross reference other materials, summarize and come to balanced conclusions. | 25% |
| AO3 | Using written language <ul style="list-style-type: none"> • Write correctly, clearly and proficiently, demonstrating a range of linguistic resources • Use knowledge of grammar effectively within various contexts • Demonstrate awareness of various linguistic registers and make effective use of Welsh in different situations and for different purposes. | 50% |

These assessment objectives are applicable to the specification as a whole.

Assessment objective weightings are shown below as % of the full A Level (AS in brackets)

| Unit Weighting | % | AO1% | AO2% | AO3% |
|-----------------------|----------------|-------------|-------------|-------------|
| C1 | (40) 20 | 15 | 5 | |
| C2 | (30) 15 | | | 15 |
| C3 | (30) 15 | | 5 | 10 |
| C4 | 15 | 10 | 5 | |
| C5 | 20 | | 5 | 15 |
| C6 | 15 | | 5 | 10 |
| Total | 100 | 25 | 25 | 50 |

4 SPECIFICATION CONTENT

Specifications for AS and A Level Welsh Second Language build on the knowledge, understanding and skills identified for higher tier GCSE qualifications in Welsh Second Language. However, candidates may have gained the knowledge, understanding and skills without achieving the qualifications.

Knowledge and Understanding

In the AS and A Level specification, candidates are required to show knowledge and understanding of:

- the structures, grammar and patterns of both spoken and written Welsh, as noted in Appendix 1, within a meaningful context;
- the register and appropriateness of language and style in a range of factual texts about the modern world;
- the content, format and style of media literature and a range of poetry and prose;
- Wales's traditional culture.

Skills

In both oral and written language, the AS and A Level specifications also require candidates to:

- demonstrate accuracy when using syntax and grammar in various formats and contexts and for a range of audiences and purposes;
- use a correct linguistic register in a broad range of contexts for creative purposes, to discuss literature and translanguage, and for a range of practical uses with consideration for purpose and audience;
- discuss, consider and respond to other views and opinions to reach balanced conclusions;
- make appropriate use of dictionaries but also demonstrate the ability to express a meaning without referring to a dictionary;
- provide a critical analysis and a personal response to familiar works and texts, using appropriate terminology;
- select relevant extracts from texts in discussions, to explain and exemplify personal opinions;
- discuss and respond to contemporary multimedia culture such as theatre, broadcasting, film and journalism;
- discuss attitudes and values found in texts.

This study will provide a solid grounding for further study while simultaneously developing appropriate language skills for the workplace.

A2 specifications also require candidates to:

- demonstrate knowledge and understanding of a wider range of poetry and prose in terms of structure and theme;
- demonstrate a more precise knowledge of correct language and grammatical rules as noted in Appendix 1, and use a wider range of vocabulary and idioms;
- compare works or texts in order to understand and comment on their common features and differences, demonstrating the ability to make a critical analysis of literature and to express a personal response, using appropriate terminology;
- demonstrate enhanced knowledge and understanding of the field;
- demonstrate skills which have been honed and developed.

Advanced Subsidiary

4.1 CA1 Film and Oracy Oral Examination – approx. 30 minutes

Notes for Teachers

- This is an external assessment. However, teachers should assess the achievements of pupils internally during the year.
- An external examiner will visit each centre during the summer term. The centre's assessment will be used as a guide to assist the examiner, but only the examiner will have the right to determine the final marks of candidates.
- Candidates will be assessed in groups of no more than three candidates. Groups will be selected on the basis of candidate ability or at the examiner's discretion. Where there may be only one candidate, he/she will be individually examined by the examiner. Where there are groups of three, the examination will last approximately thirty minutes. Marks out of 60 will be awarded.

The role of the examiner

When necessary

- stimulate discussion;
- initiate a change of direction in the discussion;
- ask a candidate to provide evidence to substantiate ideas or develop an argument;
- ensure that each candidate has an opportunity to respond.

When assessing candidates in the Oral Examination, their ability to demonstrate specific information about the film and its background, to listen attentively to others, raise questions, develop opinions, interact and form conclusions is considered. Consideration is also given to their ability to speak Welsh correctly and proficiently using an appropriate register for the purpose and audience.

Order of the examination

A. Prepare pupils by discussing contemporary multimedia Welsh culture.

Candidates should be able to discuss the following subjects since they will have had plenty of opportunities to do so during the course:

- the theatre
- broadcasting (radio and television)
- film e.g. *Solomon a Gaenor*, *Y Dylluan Wen*, *Branwen*, *Gadael Lenin*.

B. Discussing the film - *Hedd Wyn* (Alan Llwyd)

The examiner may ask candidates to deal with subjects such as the following:

- discuss the characters, trace their development and compare characters with each other
- discuss key scenes;
- provide details about the use of pictures and sound or background music;
- discuss the aims of the author and producer;
- discuss themes found in the film;
- express an opinion and respond to the work as a whole.

Candidates may also refer to other films/plays and literature that they have read. Candidates should be taught to make appropriate use of citations and terminology for film criticism.

C. Discussing themes found in the film

The examiner will also ask the candidate to elaborate on subjects / themes which arise from the film, and respond as required.

The WJEC has the right to change the films which are studied, in which case adequate notice will be given.

4.2 CA2 Written Coursework (Internal Assessment)

The Task

Each candidate is required to produce a Package focussing on **one** of the following:

- a specific area
- a social issue
- a cultural issue
- a vocational issue
- an historical subject
- a political issue

The chosen subject may be of local or national interest, and traditional or contemporary in nature.

Guidelines for the Task

The Package will focus on the candidate's chosen subject, which will be presented to the reader with personal and relevant comments. Having read the work, the reader should be able to understand the subject discussed, and will be aware of the candidate's attitude towards it.

The Information Package must include at least **4** extended pieces in the following formats:

- a newspaper report
- a magazine article
- a portrait
- a story / anecdote
- a conversation
- a letter
- a diary.

1 task must be completed under special conditions.

Additional materials such as questionnaires, publicity materials and e-mail messages should also be included.

- The subject must be connected to Wales.
- The information should be presented in a personal style, with candidates presenting their own views in their own words.
- The work should show signs of research, analysis, comparing and selecting, but its prevailing feature should be the candidate's personal views.
- Any pictures/maps/film reproductions and quotations should be used appropriately.
- The whole package should contain between 2000 and 3000 words. This should include 1 written piece of 500 - 700 words, completed as a task under special conditions. Candidates may not redraft their work, under any circumstances.
- The task under special conditions should be completed within 2 hours in the classroom. Candidates may work on the rest of the package in the classroom and/or at home.
- Appropriate and effective use of headings and sub headings should be made when organizing the work and presenting elements of the text.
- Candidates should be allowed to discuss the content of their package with the teacher, and to produce the work on a word processor.
- The use of dictionaries, reference books and literary and visual materials as well as any other relevant documents/media is allowed.
- A contents page must be included, as well a bibliography on the back page of all the books used.

Vide the Internal Assessment Guidelines in Section 8 – page 29

4.3 CA3 The Use of Language and Poetry Written examination (2 hours)

Candidates are prohibited from using dictionaries and copies of the poems in the examination.

Candidates must answer two questions.

Question 1: The Use of Language

The following questions are set:

- a) Creating sentences to clearly demonstrate the meaning of similar words and idioms.
- b) Correcting errors in sentences, which will be underlined. No explanation is required for the errors.
- c) Writing a personal response to a specific subject.

Teachers may consider using *Cymraeg Da* (Heini Gruffudd) in preparation for this question.

In order to answer these questions, candidates should know and understand the following, and be able to make use of them:

Idioms

| | | |
|----------------------|-----------------------|-------------------------|
| ail law | cyn bo hir | o ddrwg i waeth |
| ar ben | crynu yn ei sgidiau | mae hi ar ben |
| ar ben ei gilydd | dal ati | mae hi wedi canu arna i |
| ar ei ben ei hun | ddim hanner call | mae hiraeth arno |
| ar gael | dro ar ôl tro | mae'n dda ganddo fe |
| arllwys y glaw | dysgu ar gof | man a man |
| ar y blaen | dweud y drefn wrth | o'r golwg |
| ar bob cyfrif | gair am air | pwysu a mesur |
| ar bigau'r drain | gorau po gynta | rhag ofn |
| ar ei golled | gwell hwyr na hwyrach | rhoi'r gorau i |
| a'i wynt yn ei ddwrn | gwenu o glust i glust | uchel ei gloch |
| bob amser | gwneud ei orau glas | wrth ei fodd |
| cael ei weld | gwneud y tro | unwaith ac am byth |
| codi ofn ar | hen bryd | yn awr ac yn y man |
| | | yma ac acw |

Similar words

| | | |
|-------------------|-----------------|------------------|
| a / ac | ffôn / ffon | prif / pryf |
| ac / ag | gem / gêm | prydau / prydiau |
| ar / a'r / â'r | glan / glân | sir / sur |
| â / a | hun / hyn / hÿn | sudd / sydd |
| adnabod / gwybod | i'w / yw | tal / tâl |
| bai / bae | melin / melyn | tan / tân |
| cau / cae | mor / môr | ti / tÿ |
| Cymraeg / Cymreig | nac / nag | ton / tôn |
| Cymru / Cymry | nith / nyth | tonnau / tonau |
| ei / eu | pa / pwy | |

Verb Forms**The Verb *Bod* (to be)**

rwy'n / rydw i (Present)

rydw i wedi (Perfect)

rydw i wedi bod (Perfect continuous)

roeddwn i (Imperfect)

roeddwn i wedi (Pluperfect)

roeddwn i wedi bod (Pluperfect continuous)

byddwn i (Indefinite)

bydda i (Future)

bûm / bues (Past)

Other verbs

(periphrastic, present tense and impersonal)

rwy'n clywed (Present)

bydda i'n gobeithio (Future)

rydw i wedi clywed (Perfect)

roeddwn i'n cysgu (Imperfect)

byddwn yn chwerthin (Indefinite)

byddwn i wedi prynu (Perfect indefinite)

byddwn i wedi bod yn cerdded (Perfect indefinite continuous)

bûm / bues i'n darllen (Past)

roeddwn i wedi gweld (Pluperfect)

dere / tyrd / ewch (Imperative)

(2nd sing. & 2nd plural)

Defective verbs

dylwn, perthyn, piau,

Nouns

Singular and plural forms,
Masculine and feminine

Numerals and ordinals

tri deg plentyn (Decimal method)

pum munud ar hugain i un ar ddeg (Traditional numeric method for *deunaw punt*, time and money (11-25 only))

pymthegfed (One-word numerals)

tri bachgen a thair merch (Masculine and feminine forms)

dwy flynedd, dwy flwydd oed (Numerals + year)

Prepositions

Clywais amdani hi (Conjugating and using prepositions)

bod yn garedig wrth (Adjectives + prepositions)

Nouns + Prepositions

talw am, siarad â, cyffwrdd â (Verbs + prepositions)

ar glo, ar fyr rybudd, ar goll (Adjectives in commonly used phrases)

Commonly used constructions after prepositions (vide adverbial sub-clauses)

Adjectives

afal coch, hen ysgol (Usual position of adjective & main exceptions)

stori fer, y bechgyn eraill, mwyar duon (Commonly used feminine and plural forms)

eithaf da, bron cystal (Modification of adjectives)

mor dawel, tawelach, tawelaf (Comparison of adjectives – every degree, but using only "mor" in the equative degree)

yn gryf fel ceffyl (Comparisons)

Cysgwch yn dawel (Adjectives as adverbs)

Adverbs

fi, ti (Simple pronouns)

fy, dy (Anterior pronouns)

i, di (Affixed pronouns)

hwn, hon, hyn, yma, yna, acw (Demonstrative pronouns)

Pwy? Pa? (Interrogative pronouns)

fy hun, dy hun (Reflexive pronouns)

Adverbs

ddoe, eleni, heno, weithiau (Common time-related adverbs)

Sub-clauses

Rwy'n gwybod dy fod wedi gadael (Nominal clauses with forms of 'bod')

Dyna'r ferch sy'n canu (Adjectival clauses with periphrastic forms of the verb)

Adverbial clauses after: *pan, tra, pryd y, fel y, ag / nag y, trwy, wrth, ar ôl, nes y, cyn, erbyn, rhag ofn, o achos, oherwydd.*

The Mutations

The Soft Mutation – nouns, adjectives and verbs.

The Nasal Mutation

The Aspirate Mutation

Candidates should be able to make use of all forms of prepositions and pronouns used in idioms (such as *ar ei ben ei hun, ar dy ben dy hun* etc) as well as the negative and interrogative forms of the verbs listed.

Question 2: Poetry

The titles of prescribed poems are listed below

A question will be set on the poetry below. When giving a personal response, candidates are expected to deal with issues such as the following: the content of the poems, themes, style and the poet's attitude towards life. Candidates are also required to consider other interpretations (given by other pupils, teachers and literary critics) and should be taught to make appropriate use of citations and terminology for literary criticism.

When discussing the poems, candidates should be taught to use an appropriate linguistic register for the purpose and audience.

- Y Ffatri'n Cau – Gwyn Thomas (*Sbectol Inc* (Lolfa))
- Gail Fu Farw – Nesta Wyn Jones (*Sbectol Inc* (Lolfa))
- Glas – Bryan Martin Davies (*Hoff Gerddi Cymru* (Gomer))
- Diwrnod y Gêm Genedlaethol – Myrddin ap Dafydd (*Sbectol Inc* (Lolfa))
- Mae gen i freuddwyd – Gwyn Thomas (*Sbectol Inc* (Lolfa))
- Ailgylchu – Grahame Davies (*Cerddi'r Cewri* (Gomer))
- Cilmeri – Gerallt Lloyd Owen (*Sbectol Inc* (Lolfa))

The WJEC has the right to change the poems which are studied, in which case adequate notice will be given.

Advanced Level

4.4 CA4 Drama and Oracy Oral Examination – approx. 30 minutes.

Notes for Teachers

- This is an external assessment. However, teachers should assess the achievements of pupils internally during the year.
- An external examiner will visit each centre during the summer term. The centre's assessment will be used as a guide to assist the examiner, but only the examiner will have the right to determine the final marks of candidates.
- Candidates will be assessed in groups of no more than three candidates. Groups will be selected according to the candidates' ability or at the examiner's discretion. Where there may be only one candidate, he/she will be individually examined by the examiner. Where there are groups of three, the examination will last approximately thirty minutes. Marks out of 45 will be awarded.

The role of the examiner

When necessary

- stimulate discussion;
- initiate a change of direction in the discussion;
- ask a candidate to provide evidence to substantiate ideas or develop an argument;
- ensure that each candidate has an opportunity to respond.

When assessing candidates in the Oral Examination, their ability to demonstrate specific information about the drama and its background, to listen attentively to others, raise questions, develop opinions, interact and form conclusions is considered. Consideration is also given to their ability to speak Welsh correctly and proficiently using an appropriate register for the purpose and audience.

Order of the examination

A. Prepare pupils by discussing contemporary multimedia Welsh culture.

Candidates should be able to discuss the following areas:

- the theatre
- broadcasting on the worldwide web
- film
- Welsh language journalism such as magazines, *papurau bro*, *Y Cymro*, *Golwg*, *Lingo*.

B. Discussing the play

Saunders Lewis: *Siwan*

The examiner may ask candidates to cover some of the following subjects:

- analyse characters, trace their development and compare characters with each other
- discuss key scenes in detail;
- speculate on the dramatist's aims;
- provide a detailed discussion of themes found in the play;
- express an opinion and respond to the work as a whole.

Candidates may also refer to other films/plays and literature that they have read. Candidates should be taught to make appropriate use of quotations and terminology for literary criticism.

Candidates are required to present a personal response as well as consider other interpretations (by other pupils, teachers and literary critics) and should be taught to make appropriate use of citations and terminology for literary criticism.

C. Synoptic Assessment

The examiner will also ask the candidates a question whereby they will be required to apply their understanding of connections between various aspects of Welsh by combining and co-ordinating the information, understanding and skills developed in the subject.

The WJEC has the right to change the play which is studied, in which case adequate notice will be given.

4.5 CA5 The Short Story and Translanguaging Written examination (1¾ hours)

The use of dictionaries and copies of the stories in the examination is prohibited.

Candidates must answer two questions.

Section A: The Short Story

Candidates should demonstrate knowledge and understanding of the following stories.

- Pwy Fyth a Fyddai'n Fetel (*Saith Pechod Marwol*: Mihangel Morgan)
- Pe Bai'r Wyddfa i Gyd yn Gaws (*Saith Pechod Marwol*: Mihangel Morgan)
- Yr Ymwelydd (*O'r Cyrion*: Ioan Kidd)
- Angladd yn y Wlad (*O'r Cyrion*: Ioan Kidd)

The aim is to teach the skill of appreciating a range of stories. When giving a personal response, candidates are expected to deal with the following: the content of the stories, themes and the author's style. Candidates are also required to write a personal response to an issue which arises specifically from the stories.

In this question, candidates are expected to provide a critical analysis and a personal response to the content of the stories, using appropriate terminology. Therefore, when discussing the stories, candidates should be taught to use a linguistic register which is appropriate for the purpose and audience.

The WJEC has the right to change the stories which are studied, in which case adequate notice will be given.

Section B: Translanguaging (synoptic assessment)

Candidates are asked to read material in English and respond to it in written Welsh. A response may be requested in a specific format, such as a letter, article or an information pamphlet. Candidates will be required to understand and interpret the content, before expressing an opinion on the text. They should be aware of their target audience. The texts should not be translated.

The reading materials will relate to either recent news stories, or current affairs or an image of Wales and the world. In preparation for this task, articles from various magazines may be read as well as transcripts from current affairs programmes on the radio/television.

4.6 CA6 The Use of Language and Poetry Appreciation Written examination (1¾ hours)

Candidates are prohibited from using dictionaries and copies of the poems in the examination.

Candidates must answer two questions.

Section A: The Use of Language

The following questions are set:

- (a) create a sentence to clearly demonstrate the meaning and use of verbal forms and particular clauses;
- (b) translate sentences into Welsh which include specific linguistic features.

Candidates are expected to know, understand and make use of the following items, as well as those listed in CA3:

Verbs

Forms of *Bod* (to be)

byddaf (Habitual present tense)

byddwn wedi mynd (Perfect indefinite)

byddwn wedi bod yn rhedeg (Perfect indefinite continuous)

byddaf wedi paratoi (Future perfect)

byddaf wedi bod yn cystadlu (Future perfect continuous)

pe bawn / pe bai / oni bai (The subjunctive tense in commonly used idioms and syntax)

Other verbs – short, personal and impersonal forms

clywaf (Present)

byddaf yn gobeithio (Habitual present)

gobeithiaf (Future)

darllenwn (Indefinite)

gofynnais (Past)

Defective verbs

gorfod, geni

Nouns

cyngor, cynghorion, cynghorau (Nouns with two meanings in the singular form, but two distinct plural forms)

Numerals and ordinals

deg plentyn ar hugain (Traditional method)

Prepositions

er ei mwyn hi, o'm hachos i (Conjugating and using composite prepositions)

Constructions which are less commonly used after prepositions (vide adverbial sub-clauses)

Adjectives

dyn unig / unig ddyn (alteration of meaning by changing position of adjective)

oer / oeraidd (Similar adjectives with different meanings)

y tlodion (Adjectives as nouns)

cyn gynted, cyn lleied, cyn ddued â, cystal â (Equative forms using *cyn* + adjective in commonly used phrases, including irregular forms)

wedi blino'n lân, rhoi'r gorau i, mynd o ddrwg i waeth (Adjectives in idioms)

Pronouns

minnau (Conjunctive pronouns)

o ran hynny, o hyn allan (Phrases which include demonstrative pronouns)

gilydd, naill.....llall / lleill, pawb / pob, holl (Pronominalia)

Adverbs

o'r diwedd, i fyny, ar frys (Adverbs after prepositions)

Sub-clauses

Rwy'n gwybod iddo adael (Nominal clauses preceded by *y/yr, i, na, mai*)

Dyna'r ferch a ganodd (Relative clauses with short verb forms)

Adverbial clauses after: *er, pan, pe, os, oni, lle, y, wedi, er mwyn, gan, am, er, ers, oblegid, oddi ar, serch*

Similar words and idioms

parod ei gymwynas, byr ei dymer, torchi llewys (Similar words and less commonly used idioms)

Section B: Poetry Appreciation (synoptic assessment)

Candidates are required to respond to an unfamiliar poem on one of the following themes:

- Love
- Responsibility
- Wales

When answering the set question, candidates are required to present a critical analysis and a personal response to the poem's content. When discussing the poetry, candidates should be taught to use an appropriate linguistic register for the purpose and audience.

Synoptic Assessment

In this question, candidates will also be required to demonstrate and apply their understanding of connections between various aspects of Welsh by combining and co-ordinating the information, understanding and skills developed in the subject.

5 SCHEME OF ASSESSMENT

The AS and A Level qualifications will be available for candidates who follow this specification.

AS

The AS course is the first half of an Advanced course. It will contribute 50% of the total Advanced marks. Candidates must complete **three units** to gain an AS qualification.

| | | Weighting in AS | Weighting in A Level |
|-----|---|-----------------|----------------------|
| CA1 | Film and oracy | 40% | 20% |
| CA2 | Internal assessment of written coursework | 30% | 15% |
| CA3 | The use of language and poetry | 30% | 15% |

CA1: ORAL EXAMINATION (approx. 30 mins. – groups of three candidates)

Film and Oracy.

Candidates will discuss the film *Hedd Wyn*. AO1 & AO2 are assessed in this unit. 40 marks are given.

CA2 INTERNAL ASSESSMENT OF WRITTEN COURSEWORK

WRITTEN COURSEWORK

Candidates are required to produce a package of between 2,000 – 3,000 words which will include 1 task completed under special conditions. AO3 is assessed in this unit. 40 marks are given.

CA3 WRITTEN EXAMINATION (2 Hours)

THE USE OF LANGUAGE AND POETRY

Section A focuses on using the language. 60 marks are given for this section. AO3 is assessed.

For Section B, candidates are required to discuss the content, style and subject of the set poems. 60 marks are given for this section. AO2 & AO3 are assessed.

A Level

The A Level specification contains two parts: Part 1 (AS) and Part 2 (A2).

Part 1 (AS) may be taken separately and added to A2 in a later examination session to gain an A Level qualification, or otherwise, AS and A2 may be taken together in the same session.

Candidates must complete the AS units outlined above as well as three further units to achieve an A Level qualification in Welsh Second Language. The A2 units will contribute 50% of the total marks for A Level.

| | | Weighting within A2 | Weighting within A Level |
|-------------|---|----------------------------|---------------------------------|
| CA4* | Drama and oracy | 30% | 15% |
| CA5* | The short story & translanguaging | 40% | 20% |
| CA6* | The use of language & poetry appreciation | 30% | 15% |

*includes a synoptic assessment

CA4 ORAL EXAMINATION (approx. 30 mins. – groups of three candidates)

DRAMA AND ORACY

Candidates will discuss one subject - a play. 45 marks are given for discussing the play.

AO1 and AO2 are assessed in this unit.

This unit contains a synoptic assessment as candidates make a connection between different elements of the subject e.g. analysing themes, appreciating style and the use of spoken language. Candidates should refer to works that they have read or seen as well as the subjects that were studied.

CA5 WRITTEN EXAMINATION (1¾ hours)

THE SHORT STORY AND TRANSLANGUAGING

Two questions are set. Section A focuses on the short story. Candidates are asked to discuss the content and style of one of the prescribed short stories. AO2 and AO3 are assessed in Section A. Section B focuses on translanguaging. Candidates are required to respond in Welsh to an extract written in English. AA3 is assessed in Section B. 40 marks are given for each section.

This unit contains a synoptic assessment as candidates make a connection between different elements of the subject e.g. using their style appreciation and written language skills.

CA6 WRITTEN EXAMINATION (1¾ hours)

THE USE OF LANGUAGE AND POETRY APPRECIATION

Section A focuses on the use of language. 45 marks are given for this section. AO3 is assessed.

In Section B, they are required to respond to an unfamiliar poem. 75 marks are given for this section. AO2 & AO3 are assessed.

This unit contains a synoptic assessment as candidates make a connection between different elements of the subject e.g. theme analysis, appreciating style and using spoken language. Candidates should refer to works that they have read or seen as well as the prescribed texts.

Synoptic Assessment

Synoptic assessment, testing candidates' understanding of the connections between the different elements of the subject and their holistic understanding of the subject, is a requirement of all A Level specifications. In the context of Welsh Second Language, this means that candidates develop, demonstrate and apply their understanding of the connections between different aspects of Welsh by collating and co-ordinating knowledge, understanding and skills developed in the subject.

Synoptic assessment covers:

- the use of language in various linguistic registers;
- collating and evaluating a range of texts presented through various media;
- producing a range of written work, structured for a purpose and expressed correctly.

Quality of Written Communication

Candidates will be required to demonstrate their competence in written communication in all assessment units where they are required to produce extended written material: Written coursework, poetry appreciation, appreciating short stories, translanguaging and writing from a personal point of view. The assessment schemes for these units include the following criteria for assessing written communication.

- readability of the text; correct spelling, punctuation & grammar; clear meaning;
- selecting formats and writing styles which are suitable for the purpose and complexity of the subject materials;
- organizing the information clearly and coherently; making use of specialized vocabulary as and when appropriate.

Availability of Units

| Availability of Assessment Units | | | | |
|---|---------------------|------------------|--|---|
| Unit | January 2009 | June 2009 | January 2010 & each subsequent year | June 2010 & each subsequent year |
| CA 1 | | √ | | √ |
| CA 2 | | √ | | √ |
| CA 3 | √ | √ | √ | √ |
| CA 4 | | | | √ |
| CA 5 | | | | √ |
| CA 6 | | | | √ |

Awarding, Repeating and Re-sitting

The overall grades for GCE AS qualifications in Welsh Second Language will be recorded as a grade on a scale of A to E. The overall grades for the GCE A Level qualification in Welsh Second Language will be recorded on a scale of A* to E. Results not attaining the minimum standard of the award of a grade will be reported as U (Unclassified). Individual unit results and the overall subject award will be expressed as a uniform mark on a scale common to all GCE qualifications (see table below). The grade equivalence will be reported as a lower case letter ((a) to (e)) on result slips, but not on certificates:

| | Max. UMS | A | B | C | D | E |
|---|----------|-----|-----|-----|-----|-----|
| Units 1 and 6 (weighting 20%) | 120 | 96 | 84 | 72 | 60 | 48 |
| Units 2, 3, 4 and 5 (weighting 15 %) | 90 | 72 | 63 | 54 | 45 | 36 |
| AS qualification | 300 | 240 | 210 | 180 | 150 | 120 |
| A Level qualification | 600 | 480 | 420 | 360 | 300 | 240 |

At A Level, Grade A* will be awarded to candidates who have achieved a Grade A in the overall A Level qualification and 90% of the total uniform marks for the A2 units.

Candidates may re-sit units prior to certification for the qualification, with the best of the results achieved contributing to the qualification. Individual unit results, prior to certification of the qualification have a shelf-life limited only by the shelf-life of the specification.

6

KEY SKILLS

Key Skills are integral to the study of AS/A Level Welsh Second Language and may be assessed through the course content and the related scheme of assessment as defined in the specification. The following key skills can be developed through this specification at level 3 (or level 2 in the case of communication):

- Communication
- Problem Solving
- Information and Communication Technology
- Working with Others
- Improving Own Learning and Performance

Mapping of opportunities for the development of these skills against key skills evidence requirement is provided in 'Exemplification of Key Skills for Welsh Second Language', available on the WJEC website.

7 PERFORMANCE DESCRIPTIONS

The following performance descriptions indicate the typical achievement level of a grade for Advanced GCE, and contain a general objective for the necessary learning outcomes of the specified grades. The descriptions should be interpreted in the context of individual specifications and their content; performance descriptions are not designed to define the content. In practice, the grade awarded will depend on the candidate's achievement in attaining the overall assessment objectives. Candidates may make up for shortcomings in some aspects of the examination by performing better in others.

AS

A/B boundary

AO1

Candidates will:

- ◆ co-react confidently with others
- ◆ maintain and develop an unprompted argument with innovative ideas
- ◆ respond in full to contributions by others, with relevant reasoning
- ◆ express their opinions confidently, substantiated by valid reasons which reflect careful thought.
- ◆ articulate themselves correctly and clearly
- ◆ make appropriate use of natural patterns for spoken Welsh and well-developed linguistic resources.

AO2

Candidates will:

- ◆ demonstrate knowledge of specific texts and discuss techniques which are used
- ◆ summarize and demonstrate understanding of relevant facts by means of a correct and coherent presentation.
- ◆ demonstrate a sound understanding of concepts with intelligent interpretations and reasoning.
- ◆ develop and enhance ideas coherently
- ◆ make appropriate use of citations
- ◆ present original arguments and respond in a mature manner.

AO3

Candidates will:

- ◆ express themselves intelligently, clearly and correctly in different situations and for different purposes
- ◆ plan their work carefully
- ◆ give careful consideration to register, format and audience with appropriate variation of style

- ◆ express their opinions clearly, substantiated by valid reasons which reflect careful thought
- ◆ demonstrate a range of linguistic resources and a thorough knowledge of grammar and syntax.

E/U boundary

AO1

Candidates will:

- ◆ speak with others
- ◆ offer some comments
- ◆ give basic responses to other contributions
- ◆ express an uncomplicated opinion
- ◆ use a basic range of vocabulary and linguistic patterns
- ◆ speak intelligibly.

AO2

Candidates will:

- ◆ demonstrate basic knowledge of specific texts and discuss some of the techniques used in a simple manner.
- ◆ refer to a few specific elements when developing ideas about the works under discussion.
- ◆ present simplistic arguments
- ◆ make occasional use of citations.

AO3

Candidates will:

- ◆ generally express themselves clearly when discussing uncomplicated texts
- ◆ display some awareness of order, progression and register
- ◆ express opinions which are substantiated by uncomplicated reasons
- ◆ use a range of appropriate vocabulary and linguistic patterns; some understanding of grammar and syntax.

Advanced Level

A/B boundary

AO1

Candidates will:

- ◆ co-react confidently and effectively with others
- ◆ demonstrate innovative thinking when maintaining and expanding an intelligent and unprompted argument
- ◆ display maturity when responding in full to input from others
- ◆ reason in a relevant and perceptive manner
- ◆ express their opinions eloquently, substantiated by perceptive reasons
- ◆ articulate themselves correctly and clearly
- ◆ make appropriate use of natural patterns for spoken Welsh and a broad range of linguistic resources

AO2

Candidates will:

- ◆ demonstrate a thorough knowledge of specific texts and discuss techniques which are used
- ◆ summarize and demonstrate understanding of relevant facts by means of a correct and coherent presentation.
- ◆ cross-reference various aspects of the subject as and when appropriate
- ◆ demonstrate a sound understanding of concepts with perceptive reasoning and analysis
- ◆ develop and expand ideas coherently
- ◆ make effective and intelligent use of citations
- ◆ present original arguments with mature and perceptive responses.

AO3

Candidates will:

- ◆ express themselves in a mature, clear and correct manner in different situations and for different purposes
- ◆ structure work carefully
- ◆ give careful consideration to register, format and audience with sensitive variation of style
- ◆ express an opinion with confidence, substantiated by perceptive reasons
- ◆ demonstrate a very broad range of linguistic resources and a sound understanding of grammar and syntax.

E/U boundary

AO1

Candidates will:

- ◆ co-react with others
- ◆ offer some relevant comments
- ◆ give simple responses to other contributions
- ◆ clearly express an uncomplicated opinion
- ◆ make effective use of a basic range of vocabulary and linguistic patterns
- ◆ speak intelligibly.

AO2

Candidates will:

- ◆ demonstrate superficial knowledge of specific texts and provide a simple discussion of some techniques used
- ◆ refer to some specific elements when developing ideas about the works under discussion
- ◆ give a simplistic presentation of arguments
- ◆ make occasional use of citations.

AO3

Candidates will:

- ◆ generally express themselves clearly and correctly when discussing uncomplicated texts
- ◆ demonstrate some awareness of order, progression and range
- ◆ express opinions which are substantiated by some valid reasons
- ◆ use a range of appropriate vocabulary and linguistic patterns; some understanding of grammar and syntax.

8

INTERNAL ASSESSMENT GUIDELINES

A sample of the centre's coursework will be sent to the external moderator by a date set at the beginning of the summer term of the course year.

For submitted tasks, an indication should be provided of the original stimulus given to candidates, as well as any preparation undertaken by the candidate beforehand and any assistance/guidance given by the teacher. Corrections and comments are to be written by teachers on scripts. Work should not be redrafted under any circumstances.

The date of the task's submission should be noted as well as any relevant notes/comments for the moderator, such as the way in which the task was completed, any reference material used.

Work will be marked when presented to the teacher during the course. Under no circumstances should a mark be awarded for amended work. Teachers should leave corrections and comments directed at candidates on tasks; candidates should not rewrite nor correct a folio task once it has been corrected by the teacher.

2 hours should be allocated for completing the task undertaken under special conditions. It should be ensured that the set tasks are of an equal standard. "Special conditions" are conditions similar to those of an ordinary examination. Candidates are not permitted to consult each other. More time will be allocated to pupils with special needs. A week's notice should be given to candidates before they undertake the task under special conditions. The use of dictionaries or appropriate materials is permitted to complete the task, e.g. short bullet points including statistics, facts, examples and relevant quotations.

Further instructions will be given to teachers or individual centres when moderators are not satisfied that centres have met the requirements of WJEC coursework.

Whenever a significant problem arises, the WJEC will :

- (i) approve further internal assessment tasks and any marking schemes offered by the centre;**
- (ii) approve and monitor the centre's marking and moderation arrangements for as long as deemed necessary.**

The teacher is required to mark each task out of a total of **40**.

When marking the tasks, teachers should consider some of the following aspects:

- correct, clear and proficient writing which demonstrates a range of linguistic resources; effective use of grammatical knowledge in various contexts;
- evident awareness of various linguistic registers and confident use of language in different situations and for different uses, with consideration for purpose and audience.

Arrangements for Internal Assessment Moderation

- A conference for coursework moderators will be held as soon as possible after the deadline for the submission of work.
- School marks will not be graduated by moderators. Following moderation, the mark sheet of each school, along with a comment sheet and work deemed by the moderator to exemplify a mark which should not be graded and a mark which should be graded, are sent to the Chief Examiner.
- Only the Chief Examiner/ WJEC Officer have the right to set the final grades.