

Contents

WJEC GCSE in WELSH

**For Teaching from 2010
For Award from 2012**

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WELSH

SUMMARY OF ASSESSMENT

Unit 1: Reading & Writing (40%) Written Paper: 2 ¼ hours 100 marks (80 UMS marks)
Section A – Reading Collating information and responding to non-literary reading extracts Section B – Writing <i>Either:</i> A factual/persuasive piece <i>Or:</i> A creative piece (prose) Section C – Using Language Identifying and correcting errors
Unit 2: Oral Tasks (30%) Controlled Assessment: 80 marks (60 UMS marks)
Section A Expressing an Opinion – group task Section B Presenting Information – individual task
Unit 3: Written Tasks (Reading & Writing) (30%) Controlled Assessment: 120 marks (60 UMS marks)
Task 1 Reading A play / Short Story / Short Stories Creative interpretation of a text Task 2 Writing Expressing an opinion based on information Task 3 Writing <i>Either:</i> Presenting information for a specific purpose & audience <i>Or:</i> Creative writing (prose)

AVAILABILITY OF ASSESSMENT

	Entry Code		June 2011	January 2012	June 2012
	Subject	Option			
Unit 1	4531	01 (F)		✓	✓
	4531	02 (H)			
Unit 2	4532				✓
Unit 3	4533		✓		✓
Subject Award	4530				✓

Qualification Accreditation Number 500/7882/3

WELSH

1 INTRODUCTION

1.1 Rationale

This specification encourages candidates to cultivate a positive attitude towards the Welsh language, Wales's literary heritage and contemporary multi-media culture, while developing an appreciation of Welsh and promoting an effective use of the language. The specification also provides opportunities for the workplace and further learning opportunities within employment.

1.2 Learning Objectives and Outcomes

Following a GCSE course in WELSH should encourage students to be inspired, stimulated and changed through the study of a broad, coherent, valuable and rewarding area of study. The specification should develop their interest and enthusiasm for Welsh and enable them to contribute to a bilingual society. It should prepare candidates to make informed choices about further learning opportunities and career options.

The GCSE in Welsh specification must:

- enable candidates to communicate confidently and effectively in the language
- arm candidates with the ability to develop their skills to meet the needs of candidates, employers and further education
- prepare students to attain the information, understanding and skills needed for further study in Welsh on Level 3 of the National Qualifications Framework.

1.3 Prior Learning and Progression

Although there is no specific requirement for prior learning, this specification builds upon the Study Programmes for Welsh in Key Stage 1-3. In the case of school pupils, this could mean that they have demonstrated most of the achievement targets on level 3.

Any candidates may study this specification, regardless of their ethnic, religious or cultural background.

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

This examination, along with GCSE in Welsh Literature, will provide a sound foundation for candidates who wish to pursue further studies in Welsh by means of AS / A Level certificate courses.

1.4 Equality and Fair Assessment

GCSEs 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 amended GCSE 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.

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) or in Welsh on the WJEC website (www.cbac.co.uk).

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

- speaking and listening – some candidates with a speech impediment and some candidates with impaired hearing who are unable to lip read
- reading – some candidates with a visual impairment who cannot read Braille.

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. This will be continuously considered and may be changed in future.

1.5 Classification Codes

Every specification is assigned a national classification code indicating the subject area to which it belongs. The classification code for this specification is 5510.

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 School and College Performance Tables.

Centres may wish to advise candidates that, if they take two specifications with the same specification code, schools and colleges are very likely to take the view that they have achieved only one of the two GCSEs. The same view may be taken if candidates take two GCSE specifications that have different classification codes but have significant overlap of content. Candidates who have any doubts about their subject combinations should contact the institution to which they wish to progress before embarking on their courses.

There is a degree of overlap between the GCSE in Welsh and GCSE in Welsh Literature specifications, such as the Controlled Assessment: Reading – creative interpretation of a text.

Candidates sitting this examination may not sit GCSE in Welsh Second Language (Full and Short Course) or GCSE in Welsh Second Language Applied (Full and Short Course).

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CONTENT

The GCSE in Welsh specification aims to ensure that candidates are given the opportunity to:

- develop their interest in and enthusiasm for Welsh
- communicate confidently and effectively in Welsh
- develop their skills while undertaking practical tasks which meet the needs of candidates, employers and further education
- attain the necessary information, understanding and skills in order to fully participate in a bilingual society
- attain the information, understanding and skills needed for further study.

Candidates are given opportunities to:

- discuss and respond orally as individuals and members of a group using language which is appropriate to the purpose and audience
- read and respond to a wide range of literary and non-literary texts
- write in a range of different formats; all candidates should write for a variety of purposes and audiences
- give appropriate attention to syntax and self-expression, both orally and in writing.

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ASSESSMENT

3.1 Assessment Scheme

Assessment for GCSE Welsh Second Language is tiered, i.e. externally assessed components/units are targeted at the grade ranges of A*-D (Higher Tier) ac C-G (Foundation Tier), while controlled assessments cater for the full ability range. Questions and tasks will be designed to enable candidates to demonstrate what they know, understand and can achieve.

A candidate may enter for one tier only in any series of examinations:

Tier	Grades Available
Higher	A*, A, B, C, D
Foundation	C, D, E, F, G

Candidates who narrowly fail to achieve Grade D on the Higher Tier will be awarded Grade E.

The scheme of assessment will consist of:

EXTERNAL EXAMINATION Written Paper 40% (2 ¼ hours)	
Two examination papers will be set – Higher Tier (A* - D) and Foundation Tier (C - G)	
Unit 1 AO2: 20% AO3: 20 %	(100 marks: 80 UMS)
<p>Section A Reading (Non-literary Material) 20%</p> <p>Candidates are expected to show that they understand the content of a variety of non-literary reading materials by selecting relevant pieces for specific purposes; they should be able to respond to content, format, language register and devices used by the author; they should focus on recovering, combining and dealing with information to find non-literal and implied meaning in a text. The language used by candidates while responding to the reading pieces will be assessed.</p> <p>During the course, candidates should be given opportunities to read and respond to a wide range of texts in a variety of formats and styles.</p> <p>Candidates should be given the opportunity to read independently and to maintain a substantial personal reading programme to include:</p> <ul style="list-style-type: none"> • a variety of factual materials • a wide range of formats • challenging material in terms of content and style, for example information leaflets and booklets, web-based information, magazines and <i>papurau bro</i>. <p>The reading pieces included in the examination may come from any of the contexts listed above.</p> <p>50 marks will be awarded for Section A, with up to 40 marks for the candidate's response to the reading material, and 10 marks for the quality of language used and self-expression.</p>	

Section B Writing 16%

Candidates are expected to show that they are able to write a factual / persuasive piece or a creative piece (between one and two pages) in a variety of formats and for different purposes.

Candidates are expected to show that they can write Welsh effectively while demonstrating an awareness of appropriate language for both purpose and audience, using a range of vocabulary and language patterns; to present a text clearly, making correct use of paragraph, syntax, spelling and punctuation.

During the course, candidates should be given opportunities to write:

- in response to a wide variety of stimuli
- in a wide variety of contexts
- for a wide range of purposes
- using a wide range of formats suitable for the purpose.

40 marks will be awarded for Section B, with half awarded for content and half for the quality of language used and self-expression.

Section C Using Language 4%

Candidates are expected to identify and correct errors.

For the Higher Tier, one short piece of prose is given, which contains **10 errors**.

For the Foundation Tier, one short piece of prose consisting of 5 sentences is given. Each sentence contains **two errors each**.

10 marks are given for Section C. Listed below are the types of possible linguistic features targeted:

- mutations
- noun gender
- verbs (impersonal verbs – Higher Tier only)
- prepositions
- awkward expressions / English idioms
- negating
- spelling / punctuation
- pronouns
- comparing adjectives (Higher Tier only)

Teachers may consider using the following grammar resources in preparation for this question:

Cymraeg Graenus – Phil Brake

Sylfeini'r Gymraeg – H. Meurig Evans

Cymraeg Da – Heini Gruffudd

Canllawiau Iaith a Chymorth Sillafu – J. Elwyn Hughes

Llyfr Idiomaau Cymraeg - R. E. Jones

Defnyddio Iaith – Sioned Mair Jones (www.gcad-cymru.org.uk)

Pa Arddodiad – D. Geraint Lewis

Y Llyfr Berfau – D. Geraint Lewis

Y Treigludur – D. Geraint Lewis

Gloywi Iaith Ffeiloiaith – Guto Rhys

Ymarfer Ysgrifennu – Gwyn Thomas

Ffeil Defnyddiau Gloywi (Welsh For Adults) – WJEC

Gloywi Iaith – Cynnal / NGfL (www.gcad-cymru.org.uk)

Datblygu Cywirdeb Iaith (Agweddau ar Addysgu'r Gymraeg, Cyfnod Allweddol 3 a 4) – WJEC Language Unit

Prosiect Telesgop (DCELLS)

The use of dictionaries in this examination is strictly prohibited.

CONTROLLED ASSESSMENT TASKS: Oral 30%		
Unit 2	AO1: 30%	(80 marks: 60 UMS)
Section A – Group Task Expressing an Opinion (approx. 10 minutes) 40 marks		
Candidates are expected to show that they can participate in oral activities with others in order to express and corroborate an opinion. This activity gives candidates an opportunity to convey personal experiences.		
Section B – Individual Task Presenting Information (approx. 5 minutes) 40 marks		
Candidates are expected to participate in an individual oral activity by presenting information on any aspect or aspects relating to one of the following themes:		
<ol style="list-style-type: none"> 1. Wales 2. Leisure 3. The World of Work 4. The World of Science/Technology 5. Citizenship 		
This activity gives candidates an opportunity to convey personal experiences.		
Suitable texts are suggested on page 13.		

CONTROLLED ASSESSMENT TASKS Written Tasks 30%		
Unit 3	AO2: 10% AO3: 20%	(120 marks: 60 UMS)
Candidates must ensure that they use different writing formats for each task.		
Task 1: Reading		(10% AO2) 40 marks
Candidates are required to study a printed play or short story/stories. Centres should set a task which requires candidates to interpret the text creatively. Possible texts and tasks are suggested on pages 19-20.		
Task 2: Expressing an Opinion based on information		(10% AO3) 40 marks
Possible tasks are suggested on page 21.		
Task 3: Either: Presenting Information for a purpose and audience		
Or: Creative Writing (Prose)		(10% AO3) 40 marks
Possible tasks are suggested on pages 22-23.		

3.2 Assessment Objectives

Candidates are required to show their ability to:

AO1 use language in various and realistic situations; deal with a range of constructions for oral communication and respond to various stimuli and situations while participating in speaking activities as individuals and members of a group; use an appropriate register with attention to linguistic quality and fluency;

AO2 read and understand a variety of appropriate materials, select relevant material for specific purposes and convey the meaning of texts to others; respond to content, format, register, language and other devices used by the author;

AO3 write effectively in Welsh using a variety of formats which are suitable for the purpose and audience, and demonstrate an ability to use a wide range of vocabulary and linguistic patterns and to choose an appropriate style; candidates should demonstrate a command of paragraph, syntax, spelling and punctuation.

The weighting of assessment objectives in examination components is as follows:

	AO1	AO2	AO3	Total
Written Paper Reading and Writing		20%	20%	40%
Controlled Assessment Oral Tasks	30%			30%
Controlled Assessment Written Tasks		10%	20%	30%
Total Weighting	30%	30%	40%	100%

3.3 Quality of Written Communication

Candidates will be required to show their ability to communicate in writing in all units where they are asked to produce extended pieces of writing: Units 1 and 3. The marking schemes for these units contain the following criteria for assessing written communication:

to write effectively in Welsh using a variety of formats which are suitable for both purpose and audience, while demonstrating an ability to use a wide range of vocabulary and linguistic patterns and to choose an appropriate style; candidates should demonstrate a command of paragraph, syntax, spelling and punctuation.

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AWARDING, REPORTING AND RESITTING

GCSE qualifications are reported on an eight point scale from A* to G, where A* is the highest grade. The attainment of pupils who 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.

This is a unitised specification which allows for an element of staged assessment. Units may be re-taken once only (with the better result counting) before aggregation for the subject award. At least 40% of the assessment must be taken at the end of the course, to meet the requirement for final assessment, and the results of that final assessment must contribute towards the subject award. Therefore, no prior results for the unit(s) which are used to meet the requirement for a final assessment of 40% may contribute towards the subject award, even if they are better than results attained at the end of the course.

Results for a unit have a shelf-life limited only by the shelf-life of the specification. A candidate may retake the whole qualification more than once.

Individual unit results are reported on a uniform mark scale (UMS) with the following grade equivalences:

GRADE	HIGHEST	A*	A	B	C	D	E	F	G
Unit 1	80	72	64	56	48	40	32	24	16
Unit 2	60	54	48	42	36	30	24	18	12
Unit 3	60	54	48	42	36	30	24	18	12
Subject Award	200	180	160	140	120	100	80	60	40

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ADMINISTRATION OF CONTROLLED ASSESSMENT

Regulations for controlled assessment are divided into 3 stages:

- task setting
- task taking
- task marking

For each stage, the regulatory authorities have specified a certain level of control to ensure authenticity and reliability.

The controlled assessment is untiered with grades awarded through results.

Unit 2 – Oral Tasks

Candidates should be given plenty of opportunities to practise their oral skills in different situations and for different audiences, both individually and in groups. Making the most of opportunities to present information and express opinions on various subjects as well as presenting experiences will enrich the pupils' experiences and develop their oral skills.

Task 1 Expressing an Opinion (in a group)

Task setting

Medium control

WJEC will provide a bank of exemplar tasks (examples may be seen in the specimen assessment booklets) which will be changed every two years. Tasks set by centres or adapted from the bank of exemplar tasks should be changed every two years and must be sent to WJEC before being used. Usually, print/picture stimuli will be provided, based on current issues such as *Image* or *Human Rights*, although visual/audio material could also be used occasionally. These stimuli should be used only to initiate a discussion, and reference could be made to other relevant matters which are not mentioned in the presented material.

Task taking

Medium control

Candidates should be given about two weeks to prepare for the task beforehand.

During this period, candidates can work under limited supervision and research a subject by using the web, reading newspapers / magazines or listening to the news. Teachers can offer guidance and general advice to students. Exercises / short tasks may be given to candidates which include group discussions or an opportunity to familiarize themselves with the subject presented as a discussion stimulus.

Candidates should be asked to discuss their given subject and to express their personal opinion. They should be allowed to do so fairly independently, although some interference may be necessary to move the discussion forward. (Vide The role of the teacher).

The discussion should take around 10 minutes.

The role of the teacher during the oral discussion.

During the **group discussion** the teacher should **give the group an opportunity to discuss fairly independently**.

If necessary, the teacher should

- stimulate discussion
- encourage a change of direction for the discussion
- ask a candidate to provide evidence to corroborate ideas or develop an argument
- ensure that all candidates are given an opportunity to respond.

Task marking

Medium control

- Teachers should mark the oral task out of a total of **40**.
- Candidates' language and expression will be assessed in the task. Half of the marks will be awarded for the content of their input and half for the quality of their language and self-expression.

Task 2 Presenting Information (individually)

Task setting

Limited control

For the presenting information task, candidates should have the opportunity to participate individually, by presenting information on any aspect or aspects relating to **one** of the following themes:

1. Wales
2. Leisure
3. The World of Work
4. The World of Science / Technology
5. Citizenship

This activity gives candidates an opportunity to express personal experiences.

Examples of texts for the Presenting Information Task

1. *Wales*: Saunders Lewis, Urdd Gobaith Cymru, Joe Calzaghe, The Tryweryn Valley
2. *Leisure*: Football, Playing a musical instrument, Dancing, Mountain biking, Taekwondo
3. *The World of Work*: Farming, Work experience, A local industry, A local business
4. *The World of Science / Technology*: A particular invention, Computer games
5. *Citizenship*: Fair Trade, Sustainable Energy, Developments in an area, such as a new shopping centre, a new racehorse ground - Ffos Las, Trimsaran

Task taking

Medium control

Candidates should be given about two weeks to prepare for the task beforehand.

During this period, candidates can work under limited supervision and research a subject by using the web, reading newspapers / magazines / reference books / pamphlets, listening to television programmes or asking others questions. Teachers can offer guidance and general advice to students about undertaking the task.

Candidates are required to present information which they have prepared beforehand on any aspect or aspects relating to the themes listed above.

- Candidates may use objects or images only as aids when presenting information on their chosen subject.
- Candidates may use short bullet points which include statistics, facts, examples and relevant quotations.
- Information technology such as PowerPoint may be used, only as a resource to facilitate the presentation. **It must be emphasised that this is not a reading task, but rather an oral presentation prepared by the candidate.**
- Teachers should retain any bullet points or PowerPoint presentations at the end of the presentation.
- If desired, at the end of the presentation only, other students could be allowed to ask some questions.
- No more than 5 minutes should be allocated for each candidate's individual presentation, including any questions asked to the candidate.

The role of the teacher

During the candidate's **individual presentation**, the teacher should:

- give the candidate an opportunity to do the presentation independently
- interrupt or prompt only when necessary
- ensure that the candidate does not read his/her presentation.

Task Marking

Medium control

- The teacher should mark the oral task out of a total of **40**.
- Candidates' language and self-expression will be assessed in the task. Half of the marks will be awarded for the presentation's content and half for appropriate linguistic register and the quality of language and self-expression.

Standardisation of both tasks

Standardisation should be carried out on two levels:

- (i) **To ensure that the standard of assessment is consistent across all teaching groups, centres must carry out thorough internal standardisation. Opportunities must be provided to regularly exchange work and discuss criteria. Centres must standardise assessments across different teachers and teaching groups.** It is difficult to solve assessment inconsistencies when the rank order of candidates is changed during the final assessment period. One person must be responsible for the centre's internal standardisation procedure.

- (ii) Centres must send a sample of tasks to the external moderator by a date set at the beginning of the Summer Term (end of April / beginning of May).

The candidate's individual mark sheet should specify

- The stimulus given to the candidate for the expressing an opinion task
- Any pre-preparation carried out by the candidate and any support/guidance given by the teacher.
- Any notes/relevant comments for the moderator such as how the tasks were carried out.
- Whether or not concise notes or a PowerPoint presentation were used by the candidate for the individual task.

The sample

- A sample of one candidate from each teaching group should be sent for the Presenting Information oral task and one group from each teaching group for the Expressing an Opinion task. The sample should reflect the whole range of grades. In smaller centres, where there may be no more than two teaching groups, **at least three** examples are required which represent the candidates' ability range for both tasks. It should be ensured that the centre has an extra back-up sample.
- The name and number of the centre as well as the names and marks of the candidates should be clearly written on the audio tapes / CDs.

Further guidelines will be provided to teachers or individual centres when a centre fails to meet the requirements of WJEC. If necessary, the back-up sample of work should be sent to the moderator, or arrangements will be made for an external moderator to visit the centre to assess candidates. Should a serious problem arise, WJEC will recommend further tasks and monitor the centre's working and standardisation processes for as long as deemed necessary.

Mark entry

- The marks of all candidates will be entered on the "C" computer forms which are usually completed in May.

Marking Scheme for the Expressing an Opinion Task

Total Marks 40	Mark 20	EXPRESSING AN OPINION 20	LANGUAGE AND SELF-EXPRESSION 20
38-40	19-20	<ul style="list-style-type: none"> • mature, innovative and independent contributions • extensive and perceptive discussion of the topic with presentation of evidence • expands and summarises when developing points • asks perceptive questions when developing a discussion and changing its direction • weighs up other viewpoints 	<ul style="list-style-type: none"> • rich and fluent language • strong grasp of language and syntax • clear and refined self-expression • appropriate phraseology for the task and audience • confident use of a wide vocabulary
34-37	17-18	<ul style="list-style-type: none"> • confident, purposeful and independent contributions, which shows innovation • extensive discussion of the topic, while expressing a firm opinion and presenting appropriate evidence • shows the ability to expand and summarise • asks perceptive questions when developing a discussion • responds appropriately to other viewpoints 	<ul style="list-style-type: none"> • language of a high standard • demonstrates a strong grasp of language and syntax • clear and refined self-expression • appropriate phraseology for the task and audience • use of a wide vocabulary
30-33	15-16	<ul style="list-style-type: none"> • confident, purposeful and independent contributions • discusses the text in detail while expressing an opinion clearly and regularly presenting evidence • demonstrates some ability to expand and summarise • shows the ability to ask questions and develop a discussion • responds to other viewpoints 	<ul style="list-style-type: none"> • good linguistic resources • demonstrates a good grasp of language and syntax • clear self-expression • awareness of appropriate linguistic register • use of quite a wide vocabulary
24-29	12-14	<ul style="list-style-type: none"> • confident and independent contributions • discusses the text with some detail while regularly expressing an opinion and presenting evidence • shows some ability to ask questions and develop a discussion • considers other viewpoints 	<ul style="list-style-type: none"> • quite good linguistic resources • demonstrates a good grasp of language and syntax • speaks clearly • some awareness of appropriate linguistic register • demonstrates a good grasp of vocabulary
18-23	9-11	<ul style="list-style-type: none"> • contributions show some independence • discusses the text and expresses an opinion fairly regularly with some evidence presented • begins to respond to other viewpoints 	<ul style="list-style-type: none"> • fairly satisfactory linguistic resources • fairly good grasp of language and syntax • speaks quite clearly • shows awareness of the audience's requirements • demonstrates a fairly good grasp of vocabulary
14-17	7-8	<ul style="list-style-type: none"> • contributes effectively and responds to sensitive guidance • discusses the text and expresses some opinions • presents some reasons 	<ul style="list-style-type: none"> • a grasp of language • demonstrates some grasp of vocabulary and syntax • some variation in expression • presents information fairly clearly
10-13	5-6	<ul style="list-style-type: none"> • contributes effectively with some encouragement • expresses an opinion simply, with short answers • shows some ability to give reasons 	<ul style="list-style-type: none"> • some variation of language • uses basic vocabulary and syntax • maintains the interest of others • adds some variation in expression for clarification
6-9	3-4	<ul style="list-style-type: none"> • needs significant encouragement to contribute 	<ul style="list-style-type: none"> • attempts to vary patterns and vocabulary
0-5	0-2	<ul style="list-style-type: none"> • gives short answers to simple questions 	<ul style="list-style-type: none"> • limited linguistic resources

Marking Scheme for the Presenting Information Task

Total Marks 40	Mark 20	PRESENTING INFORMATION	LANGUAGE AND SELF-EXPRESSION
38-40	19-20	<ul style="list-style-type: none"> coherent and effective individual presentation shows perceptiveness and depth mature analysis of ideas organised discussion of various aspects of the subject 	<ul style="list-style-type: none"> rich and fluent language strong grasp of language and syntax clear and refined self-expression natural presentation with appropriate phraseology for the task and audience confident use of a wide vocabulary
34-37	17-18	<ul style="list-style-type: none"> coherent individual presentation shows detail and depth analysis of ideas discusses aspects of the subject 	<ul style="list-style-type: none"> language of a high standard demonstrates a strong grasp of language and syntax clear and refined self-expression natural presentation using an appropriate register for the task and audience uses a wide vocabulary
30-33	15-16	<ul style="list-style-type: none"> organised individual presentation shows detailed and organised ideas analysis of ideas discusses some aspects of the subject 	<ul style="list-style-type: none"> good linguistic resources demonstrates a good grasp of language and syntax clear self-expression natural presentation which shows awareness of appropriate linguistic register uses quite a wide vocabulary
24-29	12-14	<ul style="list-style-type: none"> quite organised individual presentation shows sufficient relevant facts begins to analyse ideas discusses more than one aspect of the subject 	<ul style="list-style-type: none"> quite good linguistic resources demonstrates a good grasp of language and syntax speaks clearly natural presentation which shows some awareness of appropriate linguistic register demonstrates a good grasp of vocabulary
18-23	9-11	<ul style="list-style-type: none"> individual presentation which aims to be organised sufficient facts discusses at least one aspect of the subject 	<ul style="list-style-type: none"> satisfactory linguistic resources fairly good grasp of language and syntax speaks quite clearly natural presentation which shows awareness of the audience's requirements demonstrates a fairly good grasp of vocabulary
14-17	7-8	<ul style="list-style-type: none"> presents some information with a little encouragement considers aspects of the subject 	<ul style="list-style-type: none"> a weak grasp of language demonstrates some grasp of vocabulary and syntax some variation in expression presents information fairly clearly
10-13	5-6	<ul style="list-style-type: none"> presents information about a simple subject with a little encouragement considers one aspect of the subject 	<ul style="list-style-type: none"> some linguistic variation uses basic vocabulary and syntax maintains the interest of others adds some variation in expression for clarification
6-9	3-4	<ul style="list-style-type: none"> simple presentation of information following considerable encouragement 	<ul style="list-style-type: none"> attempts to vary patterns and vocabulary
0-5	0-2	<ul style="list-style-type: none"> presents only basic facts following considerable encouragement 	<ul style="list-style-type: none"> limited linguistic resources

Unit 3 – Written Tasks

Administration of written tasks

- Different writing formats should be used in each task.
- Teachers should avoid setting the same texts or tasks for candidates across the whole ability range unless they are suitable for all.
- It must be emphasised that only the candidate's work will be accepted, and the source of any unoriginal sections included must be specified.
- Teachers must not under any circumstances accept work which has been copied or translated.

Task 1 Reading

A Play / Short story / Short stories – creative interpretation of a text (AA2)

Task setting

Limited control

While carrying out this task, the candidate should interpret the printed text creatively. This task enables the candidate to show his/her understanding and appreciation of the text and awareness of nuance, style and context. In this context, the creative interpretation of a text is a piece of work composed of both factual and imaginary elements, i.e. it uses facts or interpretations which are implied in the short story / short stories / play in order to create something which is not seen directly in the original text.

This task must be firmly based on the text or should be an obvious development of it, i.e. the text should have a definite and central place in the task presented.

*If a centre chooses to study a **printed play** for this task, it could be presented in the Welsh Literature coursework and assessed twice under the criteria for Welsh and Welsh literature. The task should be photocopied or a second version should be produced on a word processor to be included in the Welsh Literature coursework.*

The set texts and tasks should be suitable for the candidate's ability. Centres may choose other suitable texts and adapt or design similar tasks to those listed below.

EXAMPLES OF SUITABLE TEXTS (Examples of suitable texts are reviewed every two years.)
More challenging texts
<p>*Ar Ddu a Gwyn – Huw Lloyd Edwards</p> <p>*Blodeuwedd – Saunders Lewis</p> <p>*Cyfres Codi'r Llenni - Martha Jac a Sianco: Sgript a Gweithgareddau – Caryl Lewis, Catrin Jones</p> <p>*Cysgod y Cryman: Addasiad Llwyfan – Siôn Eirian</p> <p>*Esther – Saunders Lewis</p> <p>*Gymerwch chi Sigaret? – Saunders Lewis</p> <p>*Sal – Gwenlyn Parry</p> <p>*Tair – Meic Povey</p> <p>*Y Tad a'r Mab – John Gwilym Jones</p>
Texts which may be considered for the whole ability range
<p>*Cariad Creulon – Richard Bryn Williams</p> <p>*Chwe Drama Fer – Emyr Edwards</p> <p>*Cyfres Codi'r Llenni - Hi Yw Fy Ffrind: Sgript a Gweithgareddau – Dafydd Llywelyn, Lowri Cynan</p> <p>*Cyfres Codi'r Llenni - I Dir Neb: Sgript a Gweithgareddau – Rhiannon Wyn, Catrin Jones</p> <p>*Dan y Wenallt – Dylan Thomas, Cyfieithwyd gan T. James Jones</p> <p>*Leni – Dewi Wyn Williams</p> <p>*Panto – Gwenlyn Parry</p> <p>*Shirley Valentine – Translation by Manon Eames</p> <p>*Y Ffin – Gwenlyn Parry</p> <p>Straeon Bob Lliw – Eleri Llywelyn Morris</p>
Less challenging texts
<p>*Agi! Agi! Agi! – Urien William</p> <p>*Cyfres Codi'r Llenni - Mewn Limbo: Sgript a Gweithgareddau – Gwyneth Glyn, Lowri Cynan</p> <p>*Cyfres Lleisiau</p> <p>*Dramâu'r Drain</p> <p>*Love Hearts i Bosnia - Gwen Lasarus</p> <p>*Man Gwyn Man Draw – Gwenno Hywyn</p> <p>*Siwan (Addasiad) – Saunders Lewis</p> <p>*Y Sosban – Myrddin ap Dafydd</p> <p>Cyfres I'r Byw</p> <p>Eli Brown / Straeon Mererid (Straeon Bob Lliw) – Eleri Llywelyn Morris</p>

* Texts which bridge the Welsh Literature GCSE

Candidates should have the opportunity to submit tasks similar to those suggested below:

POSSIBLE TASKS (Examples of tasks are reviewed every two years.)
<ul style="list-style-type: none">• A monologue by the protagonist / one of the characters• A series of monologues by characters at key moments, for example <i>Leni</i>• Creating a new ending / scene, for example <i>Y Ffin</i>• A new finale scene• A Diary / Blog by the protagonist / one of the characters• Extracts of a diary written by one character or more, for example <i>Panto</i>• A conversation between two neighbours about the events of the play, for example <i>Shirley Valentine</i>• A letter, such as <i>Love Hearts i Bosnia</i> – a letter sent from Sarajevo by Wayne to his girlfriend Linda; <i>Shirley Valentine</i> – a friend's letter to Shirley• A series of letters• A conversation between characters who reunite after a period of time, for example <i>Agi! Agi! Agi!</i>• A series of e-mail messages between characters

Task taking

Medium control

The text, task title and completion date should be written.

Teachers should present the task to the candidates around two weeks before they are expected to carry out the task. This does not include the time needed for preparation with the candidates.

During this period, candidates can work under limited supervision. Teachers may discuss with candidates and offer general advice. Oral or written exercises / short tasks may be set in order to familiarise candidates with the text or to help them to understand the nature of the task. Candidates may work individually or in groups on these exercises.

Candidates may use the text, notes and dictionaries when carrying out the task. They can make use of IT by means of on-line resources such as on-line dictionaries and grammar and spelling checks. Candidates should complete the task independently.

Length of task: The suggested word count is at least 500 and no more than 1500.

The type of guidance given to candidates should be indicated on individual marking sheets when submitting a sample for moderation.

Candidates should not rewrite tasks after they have been corrected by the teacher, i.e. no mark should be given under any circumstances for work which has been corrected in earlier drafts.

Task Marking

Medium control

Coursework will be assessed internally by the candidate's teacher in line with the specification's marking schemes and exemplar material.

The candidate should mark the task out of a total of **40**.

30 marks will be awarded for the content of contributions, and 10 marks for appropriate linguistic register and the quality of language and self-expression.

Task 2 Writing

Discussing and expressing an opinion based on collected information (AO3)

Task setting

Limited control

Candidates should have the opportunity to submit a task similar to those listed below. Centres may choose to adapt or design similar tasks.

Less challenging tasks

- An interview in dialogue format asking for an opinion/viewpoint based on previous oral work/a television programme/printed material
- A written argument in dialogue format between two people about a contentious issue
- Expressing a viewpoint in writing about a subject which provokes strong feelings – a suitable format should be used to express this opinion
- Writing a persuasive letter, for example, to join a club, go on holiday, participate in sports
- Writing a series of short letters which express a viewpoint on the same subject, for a community newspaper / television programme / youth magazine

More challenging tasks

- Writing two letters on a current issue – the second should disagree with the first
- Writing a formal speech for a Public Speaking Evening, e.g. a local / national / educational / moral issue etc.
- An argument in dialogue format, e.g. a discussion in a committee (a town bypass)
- A newspaper article
- A persuasive letter which is perceptive and shows the ability to expand an argument
- Writing a critical, perceptive and expansive response to a provocative letter/viewpoint, in letter or article format
- An essay which expresses an opinion

Task taking

High control

The text, task title and completion date should be written.

Teachers should give the task to candidates around two weeks before they are expected to carry out the task.

During the two weeks prior to taking the task, candidates may work under limited supervision. Teachers may discuss and offer general advice to candidates. Oral or written exercises / short tasks may be set for candidates to be undertaken in class, which may help them understand the nature of the task. Candidates may work individually or in groups on these exercises. If worksheets or writing frames are used when preparing for the task, these should be submitted with the folders sent to the moderator. The type of guidance given to candidates should be indicated on individual marking sheets when submitting a sample for moderation.

Candidates are allowed to use one side of an A4 sheet of notes prepared beforehand which should be submitted with the completed task. Candidates may not use extended work which has been prepared beforehand, such as full paragraphs (apart from quotations). **Short bullet points** are allowed, which include statistics, facts, relevant examples and quotations to complete the task. Candidates should be permitted to use dictionaries / thesauri.

The final task should be taken under formal supervision. Candidates may not discuss with each other. **2 hours** is allowed to complete the task. More time will be allocated for pupils with special needs.

Once the completed work has been submitted to the teacher at the end of the set period for completing the task, it cannot be further amended. If the task is administered during periods of less than 2 hours, the work should be collected at the end of each period and safely kept within the centre. The teacher should not write any comments on the work between these periods.

The use of IT to complete this task is prohibited. Candidates may not draft the task under high control outside the two hours allocated for the completion of the task.

Task Marking

Medium control

Teachers will mark the task in line with the specification's marking schemes and exemplary materials.

The teacher is expected to mark the task out of a total of **40**.

The language and self-expression of candidates will be assessed in the task. Half of the marks will be awarded for the content of contributions and half for the quality of language and self-expression.

Task 3 – Writing

Either: Presenting Information for a Purpose and Audience Task

Or: Creative Writing Task

Task setting

Limited control

Either: Presenting Information for a purpose and audience

Candidates should have the opportunity to present a task similar to those suggested below. Centres may choose to adapt or design similar tasks.

More challenging tasks

- A series of press releases
- Minutes of a meeting

Tasks which are suitable for the whole ability range

- An information leaflet/pamphlet
- Guide leaflet (for example, around a town, area, city)
- Letter
- Report
- Article
- Interview
- Series of e-mails, for example to arrange an event / family holiday

Less challenging tasks

- Instructions such as how to do a specific task
- Advertising material

**For this task, candidates may combine more than one format, for example a press release + an e-mail responding to the press release.*

Or: Creative Writing (Prose)

Candidates should have the opportunity to submit a task similar to those suggested below:

- Diary
- Monologue
- Story
- Series of personal letters
- Short play
- Dialogue
- Portrait

Task taking

Medium control

The text, format and task date should be noted.

Teachers should give the task to candidates and allow around two weeks before they are expected to carry out the task.

During the preparation period, candidates may work under limited supervision. Teachers may discuss with candidates and offer general advice. Oral or written exercises / short tasks may be set to enable candidates to familiarise themselves with the text or to help them understand the nature of the task. Candidates may work individually or in groups on these exercises.

Candidates may use notes and dictionaries when completing the task. They can make use of IT by means of on-line resources, such as on-line dictionaries and grammar and spelling checks. Candidates should complete the task independently.

Length of task: The suggested word count is at least 500 and no more than 1500.

The type of guidance given to candidates should be indicated on individual marking sheets when submitting a sample for moderation.

Candidates should not rewrite or correct a task after it has been corrected by the teacher, i.e. no mark should be given under any circumstances for work which has been corrected in earlier drafts.

Task marking

Medium control

Teachers will mark the task in line with the specification's marking schemes and exemplary materials.

Teachers are expected to mark the task out of a total of **40**.

Candidates' language and self-expression will be assessed in the task. Half of the marks will be awarded for the content of contributions and half for appropriate linguistic register and the quality of language and self-expression.

Standardisation of the three tasks

Standardisation should be carried out on two levels:

- (iii) To ensure that the standard of assessment is consistent across all teaching groups, centres must carry out thorough internal standardisation. Opportunities must be provided to regularly exchange work and discuss criteria. It is difficult to solve assessment inconsistencies when the rank order of candidates is changed during the final assessment period. One person must be responsible for the centre's internal standardisation procedure, and should select a sample from each teaching group. Evidence of standardisation should be indicated on the candidates' work.
- (iv) WJEC moderators will inspect a sample of the work. Full details regarding the selection of a sample may be seen in the Coursework Administration Handbook, and details of this procedure will be sent to centres during the Spring Term. A sample should be sent to WJEC in May for moderation.

Further guidance will be given to individual centres who have failed to meet the requirements of WJEC. If necessary, additional samples of work must be sent to the moderator. WJEC has the right to ask for the work of all candidates to be submitted for re-assessment if necessary. Should a serious problem arise, WJEC will recommend further tasks and monitor the centre's marking and standardisation procedures for as long as deemed necessary.

Submitting tasks for the moderation sample

Tasks should be submitted in an A4 folder rather than a file. Individual marking sheets should be included in each folder. The summative mark sheet with the marks of all candidates should also be included in the sample.

Mark Entry

The marks of all candidates will be entered onto the "C" computer forms, which are usually completed in May.

Written Tasks Criteria Reading Task

Total Marks	LITERARY READING	Mark 30	LANGUAGE AND SELF-EXPRESSION	Mark 10
38-40	<ul style="list-style-type: none"> a complete creative work which interprets a challenging text in an insightful and coherent manner fully reflects the main characteristics of the original text in terms of mood and ambience mature and sensitive approach to characters full knowledge of the original text – characters and events 	28-30	<ul style="list-style-type: none"> rich and fluent language use of a wide range of syntaxes very firm grasp of spelling, mutations, punctuation, paragraph and verb endings confident use of a wide vocabulary confident and effective use of format by means of a sensitive writing style which is appropriate for the purpose 	10
34-37	<ul style="list-style-type: none"> creative work with depth, which interprets an advanced text in a detailed and coherent manner successfully reflects the main characteristics of the original text in terms of mood and ambience shows sensitivity and maturity when dealing with characters detailed knowledge of the original text – characters and events 	25-27	<ul style="list-style-type: none"> rich language use of a full range of syntaxes demonstrates a firm grasp of spelling, mutations, punctuation, paragraph and verb endings use of a wide vocabulary confident use of format by means of an effective writing style which is appropriate for the purpose 	9
30-33	<ul style="list-style-type: none"> a creative and appealing work which responds to the text in a coherent and lively manner maintains the main characteristics of the original text quite well, in terms of mood and ambience good knowledge of the characters' characteristics and feelings shows good knowledge of the original text – characters and events 	22-24	<ul style="list-style-type: none"> good linguistic resources use of a good range of syntaxes good grasp of spelling, mutations, punctuation, paragraph and verb endings use of quite a wide vocabulary good understanding of format and use of a good writing style which is appropriate for the purpose 	8
24-29	<ul style="list-style-type: none"> quite interesting creative work which responds intelligently to the text with some detail and order shows awareness of the main characteristics of the original text in terms of mood and ambience awareness of the characters' characteristics and feelings quite good knowledge of the original text – characters and events 	18-21	<ul style="list-style-type: none"> quite good linguistic resources demonstrates a good grasp of syntax demonstrates a good grasp of spelling, mutations, punctuation, paragraph and verb endings demonstrates a good grasp of vocabulary quite good knowledge of format and use of a reasonably good writing style which is appropriate for the purpose 	6-7
18-23	<ul style="list-style-type: none"> creative work with interesting touches in response to the text shows some awareness of the main characteristics of the original text in terms of mood and ambience shows awareness of the characters' characteristics shows awareness of the original text by presenting facts about characters and events which are relevant to the task undertaken where appropriate 	13-17	<ul style="list-style-type: none"> broadly satisfactory linguistic resources quite good grasp of syntax quite good grasp of spelling, mutations, punctuation, paragraph and verb endings demonstrates a reasonable grasp of vocabulary quite good knowledge of format and an effort to write appropriately for the purpose 	5
14-17	<ul style="list-style-type: none"> creative work which shows an effort to present an interesting response to the text an attempt to reflect the original text in terms of mood and ambience shows some understanding of characters shows knowledge of the original text by presenting some facts about characters and events which are relevant to the task undertaken 	10-12	<ul style="list-style-type: none"> some grasp of syntax shows the ability to spell, mutate, punctuate and paragraph uses some verb endings correctly demonstrates a reasonable grasp of vocabulary broad awareness of format and demonstrates some effort to write appropriately for the purpose 	4
10-13	<ul style="list-style-type: none"> attempts to present a creative work based on a simple text simple response to the text some details shows some understanding of the characters shows some knowledge of the original text – characters and events 	7 - 9	<ul style="list-style-type: none"> use of elementary vocabulary and syntax attempts to paragraph and punctuate spells most simple words correctly some verb endings correct occasionally shows awareness of format and the need to write appropriately for the purpose 	3
6-9	<ul style="list-style-type: none"> a weak attempt to present a creative work based on a simple text some understanding of the original text some details about characters and events 	4 - 6	<ul style="list-style-type: none"> attempts to use elementary language and syntax correct punctuation occasionally spells some simple words correctly uses simple verb endings correctly some awareness of format and attempts to write appropriately for the purpose 	2
0-5	<ul style="list-style-type: none"> some effort to present a creative work based on a simple text some information about the original text very little detail about characters and events 	0 - 3	<ul style="list-style-type: none"> limited linguistic resources very little correct punctuation spells some simple words correctly uses some simple verbs some elements of format 	0-1

Total Marks	Marks 20	EXPRESSING AN OPINION	LANGUAGE AND SELF-EXPRESSION
		20	20
38-40	19-20	<ul style="list-style-type: none"> advanced and insightful discussion of the topic, in which a mature opinion is expressed presents appropriate evidence expands and develops points weighs up other opinions carefully 	<ul style="list-style-type: none"> rich and fluent language use of a wide range of syntaxes firm grasp of spelling, mutations, punctuation, paragraph and verb endings confident use of a wide vocabulary confident and effective use of format and phraseology which are appropriate for the purpose
34-37	17-18	<ul style="list-style-type: none"> confident and purposeful discussion of the topic and expression of opinion presents appropriate evidence shows the ability to expand and develop points careful consideration of other opinions 	<ul style="list-style-type: none"> rich language use of a full range of syntaxes demonstrates a firm grasp of spelling, mutations, punctuation, paragraph and verb endings use of a wide vocabulary confident use of format and phraseology which are appropriate for the purpose
30-33	15-16	<ul style="list-style-type: none"> detailed discussion of the topic and expression of a definite opinion presents evidence regularly shows the ability to develop points considers different viewpoints 	<ul style="list-style-type: none"> good linguistic resources use of a good range of syntaxes good grasp of spelling, mutations, punctuation, paragraph and verb endings use of quite a wide vocabulary good use of format and phraseology which are appropriate for the purpose
24-29	12-14	<ul style="list-style-type: none"> discusses the topic in some detail with regular expression of opinion and presentation of evidence develops some points considers other viewpoints 	<ul style="list-style-type: none"> quite good linguistic resources demonstrates a good grasp of syntax demonstrates a good grasp of spelling, mutations, punctuation, paragraph and verb endings demonstrates a good grasp of vocabulary quite good use of format and phraseology which are appropriate for the purpose
18-23	9-11	<ul style="list-style-type: none"> discusses the topic expressing an opinion fairly regularly and presents some evidence gives some reasons shows some effort to develop points shows some awareness of different viewpoints 	<ul style="list-style-type: none"> broadly satisfactory linguistic resources quite good grasp of syntax quite good grasp of spelling, mutations, punctuation, paragraph and verb endings demonstrates a reasonable grasp of vocabulary good awareness of format and phraseology which are appropriate for the purpose
14-17	7-8	<ul style="list-style-type: none"> expresses some opinions when discussing the topic presents a few reasons 	<ul style="list-style-type: none"> some grasp of syntax shows the ability to spell, mutate, punctuate and paragraph uses some verb endings correctly demonstrates a reasonable grasp of vocabulary quite good awareness of format and an effort to use appropriate phraseology for the purpose
10-13	5-6	<ul style="list-style-type: none"> expresses opinions simply and briefly when discussing the topic shows some ability to give reasons 	<ul style="list-style-type: none"> use of elementary vocabulary and syntax attempts to paragraph and punctuate spells most simple words correctly some verb endings correct occasionally shows broad awareness of format and an effort to use appropriate phraseology for the purpose
6-9	3-4	<ul style="list-style-type: none"> discusses the topic and briefly agrees or disagrees 	<ul style="list-style-type: none"> attempts to use elementary language and syntax correct punctuation occasionally spells some simple words correctly some awareness of format and appropriate phraseology for the purpose
0-5	0 - 2	<ul style="list-style-type: none"> one or two points only 	<ul style="list-style-type: none"> limited linguistic resources very little correct punctuation spells some simple words correctly uses some simple verbs some elements of the format

Total Marks	Mark 20	PRESENTING INFORMATION	LANGUAGE AND SELF-EXPRESSION
		20	20
38-40	19-20	<ul style="list-style-type: none"> presents information thoroughly skilful summary of facts discusses different aspects of the topic a complete and coherent work very effective presentation which is suitable for the purpose 	<ul style="list-style-type: none"> rich and fluent language use of a wide range of syntaxes very firm grasp of spelling, mutations, punctuation, paragraph and verb endings confident use of a wide vocabulary confident and effective use of format and phraseology which are appropriate for the purpose
34-37	17-18	<ul style="list-style-type: none"> presents detailed information sums up relevant facts effectively coherent work effective presentation which is suitable for the purpose 	<ul style="list-style-type: none"> rich language use of a full range of syntaxes demonstrates a firm grasp of spelling, mutations, punctuation, paragraph and verb endings use of a wide vocabulary confident use of format and phraseology which are appropriate for the purpose
30-33	15-16	<ul style="list-style-type: none"> quite detailed presentation of relevant information summarises some relevant facts discusses aspects of the topic organised work good presentation which is suitable for the purpose 	<ul style="list-style-type: none"> good linguistic resources use of a good range of syntaxes good grasp of spelling, mutations, punctuation, paragraph and verb endings use of quite a wide vocabulary good understanding of format and phraseology which are appropriate for the purpose
24-29	12-14	<ul style="list-style-type: none"> presents sufficient relevant information clearly discusses more than one aspect of the topic quite organised work clear presentation of information which is suitable for the purpose 	<ul style="list-style-type: none"> quite good linguistic resources demonstrates a good grasp of syntax demonstrates a good grasp of spelling, mutations, punctuation, paragraph and verb endings demonstrates a good grasp of vocabulary quite good knowledge of format and phraseology which are appropriate for the purpose
18-23	9-11	<ul style="list-style-type: none"> presents sufficient facts discusses at least one aspect of the topic attempts to be organised attempts to present the information clearly 	<ul style="list-style-type: none"> broadly satisfactory linguistic resources quite good grasp of syntax quite good grasp of spelling, mutations, punctuation, paragraph and verb endings demonstrates a reasonable grasp of vocabulary quite good awareness of appropriate format and phraseology for the purpose
14-17	7-8	<ul style="list-style-type: none"> presents some information considers aspects of the topic an attempt to complete the work and to present it clearly 	<ul style="list-style-type: none"> some grasp of syntax shows the ability to spell, mutate, punctuate and paragraph uses some verb endings correctly demonstrates a reasonable grasp of vocabulary broad awareness of appropriate format and phraseology for the purpose
10-13	5-6	<ul style="list-style-type: none"> presents information about a simple topic quite clearly considers one aspect of the topic attempts to show order and progression 	<ul style="list-style-type: none"> use of elementary vocabulary and syntax attempts to paragraph and punctuate spells most simple words correctly some verb endings correct occasionally shows awareness of appropriate format and phraseology for the purpose
6-9	3-4	<ul style="list-style-type: none"> simple presentation of some information some effort to clearly present details some progression 	<ul style="list-style-type: none"> attempts to use elementary language and syntax correct punctuation occasionally spells some simple words correctly uses simple verb endings correctly some awareness of suitable format and phraseology for the purpose
0-5	0 - 2	<ul style="list-style-type: none"> very weak content 	<ul style="list-style-type: none"> limited linguistic resources very little correct punctuation spells some simple words correctly uses some simple verbs some elements of format

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Total Marks	Marks 20	CREATIVE 20	LANGUAGE AND SELF-EXPRESSION 20
38-40	19-20	<ul style="list-style-type: none"> a mature and insightful complete creative work striking style strong construction 	<ul style="list-style-type: none"> rich and fluent language use of a wide range of syntaxes very firm grasp of spelling, mutations, punctuation, paragraph and verb endings confident use of a wide vocabulary confident and effective use of format and phraseology which are appropriate for the purpose
34-37	17-18	<ul style="list-style-type: none"> work which has depth mature style strong construction 	<ul style="list-style-type: none"> rich language use of a full range of syntaxes demonstrates a firm grasp of spelling, mutations, punctuation, paragraph and verb endings use of a wide vocabulary confident use of format and phraseology which are appropriate for the purpose
30-33	15-16	<ul style="list-style-type: none"> appealing work interesting style organised work 	<ul style="list-style-type: none"> good linguistic resources use of a good range of syntaxes good grasp of spelling, mutations, punctuation, paragraph and verb endings use of quite a wide vocabulary good understanding of format and phraseology which are appropriate for the purpose
24-29	12-14	<ul style="list-style-type: none"> quite interesting work awareness of some elements which can be used for effect fairly organised work 	<ul style="list-style-type: none"> quite good linguistic resources demonstrates a good grasp of syntax demonstrates a good grasp of spelling, mutations, punctuation, paragraph and verb endings demonstrates a good grasp of vocabulary quite good knowledge of format and phraseology which are appropriate for the purpose
18-23	9-11	<ul style="list-style-type: none"> work with some interesting touches some effort to use an interesting style attempts to be organised 	<ul style="list-style-type: none"> broadly satisfactory linguistic resources quite good grasp of syntax quite good grasp of spelling, mutations, punctuation, paragraph and verb endings demonstrates a reasonable grasp of vocabulary quite good awareness of appropriate format and phraseology for the purpose
14-17	7-8	<ul style="list-style-type: none"> attempts to present interesting work attempts to present coherent work 	<ul style="list-style-type: none"> some grasp of syntax shows the ability to spell, mutate, punctuate and paragraph uses some verb endings correctly demonstrates a reasonable grasp of vocabulary broad awareness of appropriate format and phraseology for the purpose
10-13	5-6	<ul style="list-style-type: none"> an effort to present details attempts to show order and progression 	<ul style="list-style-type: none"> use of elementary vocabulary and syntax attempts to paragraph and punctuate spells most simple words correctly some verb endings correct occasionally shows awareness of appropriate format and phraseology for the purpose
6-9	3-4	<ul style="list-style-type: none"> some effort to present details some progression 	<ul style="list-style-type: none"> attempts to use elementary language and syntax correct punctuation occasionally spells some simple words correctly uses simple verb endings correctly some awareness of suitable format and phraseology for the purpose
0-5	0 - 2	<ul style="list-style-type: none"> very weak content 	<ul style="list-style-type: none"> limited linguistic resources very little correct punctuation spells some simple words correctly uses some simple verbs some elements of format

Verification of Controlled Assessments

Candidates are required to sign submitted work to confirm that it is their own, and teachers/assessors must confirm that the work being assessed was completed solely by the candidate under the required conditions. WJEC will provide a copy of the verification sheet, which is part of the cover sheet for each candidate's work. It must be emphasised that **all** candidates must sign this sheet, and not only those whose work forms part of the sample sent to the moderator. WJEC need not be informed of misbehaviour witnessed before the candidate has signed the verification statement, but it must be dealt with by means of the centre's internal procedures.

Before any work towards the Controlled Assessment is carried out, candidates should be made aware of the JCQ's relevant Notice to Candidates. This is available on the JCQ website (www.jcq.org.uk) and is included in the *Instructions for Conducting Coursework*. More detailed guidance on the prevention of plagiarism is given in *Plagiarism in Examinations; Guidance for Teachers/Assessors* which is also available on the JCQ website.

6

GRADE DESCRIPTIONS

Grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades. The descriptions must be interpreted in relation to the content specified by the specification. They are not designed to define that content. The grade awarded will depend in practice upon the extent to which the candidate has met the assessment objectives overall. Shortcomings in some aspects of the assessment may be balanced by better performance in others.

F Grade

Candidates are expected to contribute effectively when speaking and listening in some contexts; to maintain the interest of others by adding some variation to their expression; to present information showing some ability to give reasons when expressing an opinion.

Candidates are expected to read a variety of texts and to show awareness of their underlying meaning; to pick up information from a variety of sources; to respond simply to a text they have read with reference to it.

Candidates will be expected to write personal and imaginary pieces of a simple nature; to present simple information effectively; to express a basic opinion; to spell most simple words correctly; to make use of basic vocabulary and syntax with an attempt at paragraphing and punctuation.

C Grade

Candidates are expected to contribute confidently when discussing different subjects; to use language in different contexts while speaking clearly and quite coherently; to express an opinion and consider different viewpoints.

Candidates are expected to read and respond to a variety of material; to gather information effectively from a variety of sources while showing some ability to analyse ideas; to respond to materials by analysing and expressing an opinion on their most prevalent aspects.

Candidates are expected to produce personal and imaginary work effectively; to present information which occasionally shows detail and order; to express an opinion backed up with evidence; to demonstrate a good grasp of spelling, mutations, punctuation, paragraph, vocabulary and syntax.

A Grade

Candidates are expected to contribute confidently and ask perceptive questions when developing discussions in various situations and to show the ability to expand and summarise an argument; to express themselves clearly and skilfully using language which is appropriate for the task and audience with variation of expression; to demonstrate confidence and innovation when expressing an opinion and developing a discussion.

Candidates are expected to read and provide an insightful response to a variety of challenging material; to gather information from a wide variety of challenging sources and present it coherently; to compare texts with detail and insight, making appropriate use of cross-referencing techniques.

Candidates are expected to develop their arguments logically and convincingly, and to back up their viewpoints with relevant evidence; to present information showing detail and order; to demonstrate a sound grasp of spelling, mutations, punctuation and paragraph using a broad vocabulary and a full range of syntaxes.

7

THE WIDER CURRICULUM**Key Skills, Active Skills and Essential Skills (Wales)**

GCSE in Welsh provides various opportunities to develop these skills, either when preparing for active skills assessments or providing contexts for producing evidence for key skills portfolios or essential skills (Wales). The following key skills can be developed through this specification at levels 1 and 2:

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

Mapping of opportunities for the development of these skills against the key/essential skills evidence requirement at level 2 is provided in 'Exemplification of Key/Essential Skills for Welsh', available on the WJEC website.

Opportunities to use technology

The GCSE in Welsh specification provides opportunities for candidates to use Information Technology to undertake Unit 2; Controlled Assessment Oral Tasks and Unit 3: Controlled Assessment Written Tasks. Candidates are offered the opportunity to use the World Wide Web to find information for use in the written task – expressing an opinion based on information, or the oral presenting information / expressing an opinion task. Candidates should be encouraged to carry out tasks on a PC whenever possible in practice, apart from the task undertaken under high control. Candidates should also be encouraged to use PowerPoint as an aid to deliver the oral presenting information task.

Spiritual, Moral, Ethical, Social and Cultural Issues

The study of Welsh will contribute to an understanding of spiritual, moral, ethical, social and cultural issues. In essence, Welsh is a subject which requires candidates to explore these issues when reading and writing and in oral discussions. These opportunities arise when presenting information and discussing contentious issues in the three units.

Citizenship

The GCSE in Welsh specification provides opportunities for candidates to develop communication skills which will enable them to express and develop their viewpoints both orally and in writing, while encouraging them to consider other viewpoints in a critical and constructive manner. This ability to make measured and intelligent decisions is an essential skill in order to develop individual citizenship. Citizenship relates to the development of social and moral responsibility, participation in community activities and the development of political literacy. Welsh requires candidates to consider elements of citizenship by means of a critical and creative exploration of social themes such as discussing the environment and equal opportunities. Candidates are encouraged to show personal and group responsibility in terms of their attitudes towards themselves and others.

Unit 2: Controlled Assessment Oral Tasks includes group work, and candidates are asked to express an opinion on social themes. They can also present information individually on subjects related to citizenship. Candidates are also given opportunities to respond to social themes in the Unit 3 tasks: Controlled Assessment Written Tasks and when preparing for Unit 1: Written Paper.

This specification is crucial for the development of a range of Key/Essential skills, which are of great importance to individuals in the real world.

Environmental Issues and Health and Safety Considerations

Opportunities arise during the course to discuss issues related to the environment and health and safety considerations in oral discussions on certain themes and when carrying out written work on specific topics.

The European Dimension

The GCSE in Welsh specification presents a work programme which reinforces and enhances candidates' awareness of the importance of Welsh, in modern Wales and in the European literary tradition. Candidates can use their information about other study areas when undertaking the Controlled Assessment written task or presenting information orally. Centres may select printed texts which offer access to a wide cultural range for Unit 3: Controlled Assessment.

Curriculum Cymreig

Candidates will have opportunities throughout the course to develop and apply their knowledge and understanding of Wales's cultural, economic, environmental, historical and linguistic characteristics.