



GCE EXAMINERS' REPORTS

**GCE (NEW)
WELSH 2ND LANGUAGE
AS / A LEVEL**

SUMMER 2018

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Annual Statistical Report

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UNIT 1

General Certificate of Education (New)

Summer 2018

Advanced Subsidiary/Advanced

General comments

- Once again we would like to thank centres for the welcome extended to examiners and for the provision in general while examining. All in all with a few exceptions the rooms were convenient and quiet. This is crucially important for candidates and examiners.
- As candidates got to grips with the new specification in both units, it is a matter of pride that a good percentage of candidates managed to attain a high standard. This is proof of candidates' infectious enthusiasm and the firm guidance received from their teachers.
- It's important to note that examiners referred consistently in their reports to the vast majority of candidates' sound attitude.
- Following the examination work this year examiners consider that the film *Patagonia* has become well established. Candidates knew the content of both stories. They could discuss the characters and specific scenes and themes, giving details of the use of pictures and sound and background music.
- It is a pleasure to note that *Crash*, the new drama in Unit 4, has pleased candidates as regards contents, characters and language.
- The individual questioning in both units is successful. Unit 1 candidates were able to give their opinion on their coursework and there was a very fair response in Unit 4 when discussing the synoptic aspect.
- The group and pair discussions are improving but this is still one of the main weaknesses. Too often, many tend to concentrate on individual contributions rather than interaction between group members or a pair. The importance of interaction as a pair / group rather than individual performance must be emphasised. At this level candidates must be coached to contribute more than *Dw i'n cytuno / anghytuno (I agree / disagree)*. At best they need to ask each other's opinion, question that opinion, ask for more information, add to comments made by others, challenge and be willing to change their opinion / viewpoint. The highest grades require that candidates:
 - ask each other's opinion
 - challenge / question that opinion
 - ask for more information
 - add / expand
 - agree / disagree providing reasons
- Centres' marks were correct with exceptions. Teachers are urged to use AO1 and AO2 in order to reward content and expression separately.
- In general there is much less learning by rote and this proves that a spontaneous response is needed. Certainly this avoids presenting information / an opinion etc. that they don't fully understand. There was evidence that candidates learnt about different techniques such as irony, symbolism, conflict and so on and therefore the best candidates were able to discuss very well.

Unit 1: Film and Oracy

Section A: *The Film: Patagonia*

- There was clear evidence of centres preparing candidates most thoroughly. The best candidates could speak fluently, responding well to each other and sustaining a group discussion. It was very good to hear their opinion of the film, the different characters, the themes and the camerawork. In the best examples there was lively and intelligent conversation, with candidates responding in a very personal way to the topic of discussion.
- It was obvious that Unit 1 candidates had enjoyed studying the film. The best candidates could discuss the main points of the film referring to the story, the characters, the themes, the scenes and the techniques. The best candidates had expanded on this by talking about the two storylines within one film, the way of life in Patagonia, the contrast and conflict seen in the film and symbolism.
- Most had greatly enjoyed the film and had learnt a great deal about the history and culture of both countries that they didn't previously know, such as the history of the Mimosa, the Falklands War, and the history of Capel Celyn in North Wales.
- Discussing a film that offers two intertwining stories provides candidates with an opportunity to express an opinion on the story which has pleased them most, giving reasons and also contrasting both stories. This can be done successfully on all levels.
- The best candidates discussed the conflict between two cultures, three languages and two nations, what they had learnt about the Falklands war, the history of flooding Capel Celyn and the culture of both countries in question.
- The discussion on the film's techniques was also very commendable. Generally the standard was good and in a few centres it was very good.

Section B: *Non-examination assessment*

- The most popular forms in the pack were an article, a diary, an interview and a letter. Not all candidates were used to the techniques needed for writing the specific forms nor the word *ymchwil* (*research*) either.
- A variety of interesting topics were chosen including *Yr Iaith Gymraeg*, *Y Cynulliad*, *Y Digartref*, *Llofruddiaethau*, *Y Sioe Frenhinol*, and the candidates' specific *Ardaloedd*.
- The standard of the best candidates was good and they could discuss the work intelligently. They spoke spontaneously.
- It is repeated that candidates must be completely familiar with the contents of the pack. It was sensed that a few hadn't fully understood the contents of the three pieces written by them. A few individuals were unable to say the title of the pack.
- Centres are urged to give this section as much attention as the film. There is a good range of marks to be gained.
- Usually, questions such as these are asked:
 - What topic have you chosen?
 - What was the main reason for your choice?
 - Are you happy with your choice?
 - Have you enjoyed the work?
 - How many pieces have you already done?
 - How did you set about doing the work?
 - What is the most interesting thing about the work?
 - Have problems arisen?
 - Would you have chosen this topic next time? Why?

- Tutors are reminded that the above details are in the specification and in the *Teacher Guidance* document. It is suggested that the candidates of a few centres would benefit greatly were their tutors to study this part of the specification and mark scheme in more detail.

UNIT 2
General Certificate of Education (New)
Summer 2018
Advanced Subsidiary/Advanced

General comments

Unit 2 in its new form is obviously successful and provides candidates with a very good opportunity to show their best side as regards writing skills. The unit's aim is to refine personal writing skills within a structured framework, with candidates producing packs with three pieces of a standard length, suitable forms on appropriate topics.

As was the case last year, the standard of work was very good, with most candidates demonstrating good writing skills. There was a variety of topics, and the best candidates had many very ambitious topics. Examples of original topics were Saunders Lewis (conveying Saunders Lewis's literary style!), the National Health Service, Owain Glyndŵr, the Newport Riots and the Free Wales Movement. Again this year many of the familiar topics had been chosen such as Sports, Wales, Music or Area. A number had managed to take the topic to a high level and had succeeded in dealing with an ordinary topic from an ambitious angle. Thorough research work could be seen in many packs. It was seen that a number of candidates had used more or less the same contents in the three extended pieces and had adapted that content in different ways. The best candidates, nevertheless, succeeded in providing very ambitious work by building on the content but with weaker candidates, the work was at times repetitive.

Most candidates' work under examination conditions met the requirements of the specification very well, with many schools choosing the same form for all candidates for this task. Some candidates' piece of work under examination conditions was submitted typed / word processed. Such work should not be submitted in this way, but rather as an original handwritten copy to ensure the originality of that work. The length of the piece of work under examination conditions should also be considered – some candidates submitted quite a short piece considering the time given for the classroom task.

The vast majority of centres submitted 3 extended pieces of work in the packs. Candidates should be coached to submit 3 pieces of work of a standard length. As a result, the following procedure is again suggested when assembling the pack:

- Short introduction to the field (not included in the total number of words, but an opportunity to explain the reasons for choosing the topic and an opportunity to present the work in a meaningful manner);
- Pieces 1, 2 and 3: marks out of 20 for each piece, noting the number of words and the kind of task;
- Short conclusion (again not counted in the total number of words).

Bibliography (as proof of independent reading).

There was evidence of mature, ambitious and confident pieces by a great number of candidates and the language and expression was pleasing with the best candidates

producing work of a very high standard. Weaker candidates succeeded in demonstrating a variety of language resources at a low level, communicating clearly enough at their level. Teachers are urged to annotate grammatical feedback on the different pieces, this is crucial for pupils as they get their work back and use the corrections for the checking work next year (Assessment for Learning). The language continuum seen here when developing GCSE free writing skills and moving on to Advanced Level units next year must be greatly praised.

Nearly every centre had marked correctly, although a few were slightly generous. The feedback reports must be read carefully, especially as regards submitting too many pieces in the packs or the piece under examination conditions. Standardizers again note the need to use common fonts (Arial, size 12).

Pupils' ICT skills are praiseworthy and this gives the work a very professional appearance. The advantage of this is the opportunity to check language and editing work, but the typos which can adversely affect the work is an obvious problem. Less use of systems such as *Google Translate* is seen this year, and learners are obviously taught how to use checkers in a better way.

Strengths:

- Work of a high standard was submitted, following guidelines well.
- A wide range of themes, e.g. homelessness / sports / famous people / Welsh celebrities / local areas.
- 3 pieces in each pack, with most centres including an introduction and a bibliography.
- A variety of tasks, e.g. letter, article, diary.
- Some centres had noted the number of words at the end of tasks.
- Some centres had written detailed comments according to the marking scheme to justify their marks for each task and marked very fairly.
- Centres that provide comments to justify their marks marked very fairly.
- It is evident that internal standardisation happens in some centres, these centres' marks were very fair.

Issues to be raised:

- A few centres hadn't read the guidelines and had allowed pupils to type the task under examination conditions. This is contrary to guidelines and can mean a reduction in marks.
- Some candidates create too many pieces or forms which are not in the Specification, e.e. a word search, poems etc. Standardizers standardize the three longest pieces only when deciding on a mark.
- The importance of writing extended pieces and avoiding small pieces such as articles that include a lot of bits, fact files etc.
- Lack of annotation on some pieces, and as a result a lack of feedback for candidates as they develop linguistically during the year.

UNIT 3
General Certificate of Education (New)
Summer 2018
Advanced Subsidiary/Advanced

General comments

- Candidates' effort must be noted considering that this was the first written examination since the GCSE examination. The paper's intention was to give candidates a fair opportunity to demonstrate their knowledge and understanding when writing in Welsh.
- On the whole, the standard of candidates' work was somewhat better this year.
- It is encouraging to see that most candidates were prepared to attempt every part of the paper.
- Although candidates were awarded a range of marks, it was felt that there was a better balance as regards gaining marks between Section A and Section B.
- Unfortunately, a general trend was seen by many candidates as regards ignoring the wording of questions and going about it in their own way, especially in question 1(iii).

Section A: Use of Language

Q1. (i)

- Candidates' responses were quite encouraging on the whole.
- The easiest errors to amend correctly were the spelling and simple mutation errors.
- It was again a surprise that a large number didn't understand the difference between *adnabod* / *gwybod*.
- The main errors seen were (1) *yng Nghricieth*, (6) *cadw'n* (7) *Mae dim* and (9) *Bydd nhw*.

Q1. (ii)

- Many showed no understanding at all of the basic difference between the third person and the first person. Because of this a great deal of marks were lost.
- Candidates were more successful with verbal forms especially with the imperfect forms, and prepositions, but the pronouns caused a lot of difficulty (*ei gwylio* > *fy ngwylio*, *ei huchelgais* > *fy uchelgais*).

With these questions candidates only have to note the corrected word in the answer booklet. Candidates are not required to write out all the extract. Using a new line when writing individual answers would help examiners.

Q1. (iii)

- This task had an obvious appeal among candidates of all standards. They were given plenty of suggestions and ideas for a possible trail to follow. On the whole, most candidates produced a fair effort, and some, a small number, produced excellent work. There were many instances of interesting and comprehensive answers.
- Many had used phrases and expressions in a very good way such as *a dweud y gwir*, *a bod yn onest*, *heb os nac oni bai*.

- Many candidates had misread or misinterpreted the question and hadn't understood that the intention was for them to stay at the Urdd Camp. However, on the whole it was felt that fewer candidates had lost marks this year because of failing to read the rubric.
- An inability to use the correct form of the first person plural was seen (Rydyn ni / Hoffen ni / Byddwn ni).
- The inability of some candidates to paragraph correctly must be noted.
- There was variety in the standard of written expression and language skills.

Section B: Poetry

Q2. (i)

- The best candidates succeeded in analysing the poem in detail and in a well-organised way line by line in order to demonstrate their understanding of the verse in question and how it changes during the poem.
- In general answers were better than in the past.
- Although the poem was simple, not everyone had understood its aim.
- Quotations were few and far between on the whole.
- Minor language errors and lack of mutation lowered the standard of expression and the weakest candidates were unable to discuss content in any detail.
- Some centres had coached pupils to answer by using many sentence starters to structure the answer, e.g. 'Prif neges y pennill hwn ydy...' and 'Mae neges y gerdd yn newid yn ystod y gerdd achos...' This helps candidates while they create a meaningful answer.
- It must be ensured that candidates read the question carefully, ensuring that they answer directly. Some candidates had concentrated too much on the first verse, ignoring the rest of the poem, and therefore the crucial message.

Q2. (ii)

- It was encouraging to see nearly everyone attempting this question. It was felt that the response to this section was better in general.
- The question's structure allows candidates to discuss the style beyond the verse noted. However at times the answers on the style were very superficial and many were unable to explain the significance of personification in the poem.
- Some had mentioned the techniques but they hadn't included an example from the poem.

- Some tended to be verbose, repeating without giving any examples at all. Half the candidates didn't understand the meaning of personification.
- With this question it's important to quote from the extract or from the rest of the poem in order to provide an example of the style feature in question.
- Enjambment and adjectives were unnecessarily discussed. Once again it must be ensured that candidates read the question carefully.
- Some still confuse 'bardd' and 'cerdd' and 'pennill' and 'llynell'.
- Some candidates wrote a great deal (up to two pages sometimes), it might be an idea to coach them to answer more concisely.

Q2. (iii)

- Fair answers in the case of the majority – the excellent and the weak were scarce.
- Among the best candidates there were answers expressing their personal beliefs regarding immigration and its effects not only on the language but also on wider relevant aspects. Reading the best candidates' passionate and intelligent responses was a privilege.
- The average candidates found it difficult to explain the effect of immigration although they were more successful when speaking about their own experiences of learning Welsh.
- Weak expression and scant ideas were features of the responses of many pupils.
- More emphasis on the grammatical element would improve quality throughout.

Below are the most consistent language errors seen in candidates' work this year:

- Writing the verb incorrectly: *Mae nhw'n / Maen nhw'n*.
- Misuse of the verb: *bod mae / bod roedd / bod dylai / bod mynd*.
- Misuse of the prefixed pronoun: *ei / eu*.
- Misspelt words: *penill / pennill, llynell / llinell*.
- Confusion: *yn / mewn* (the definite and indefinite article): *bardd / cerdd, pennill / llynell*.
- Misuse of the article: *Mae bardd / Mae'r bardd, yn y Stadiwm y Mileniwm / yn Stadiwm y Mileniwm, yn y Gwersyll yr Urdd / yng Ngwersyll yr Urdd, i'r Lerpwl / i Lerpwl*.
- Incorrect mutation: *fy ddosbarth / fy nosbarth*.

UNIT 4
General Certificate of Education (New)
Summer 2018
Advanced Subsidiary/Advanced

Unit 4: Drama and Oracy

Section A: *Living through the medium of Welsh*

- A large number of candidates had enjoyed researching Welsh in society, some had even investigated the history of the language and its growth in the area. These candidates were able to respond, discussing Welsh theatre presentations, television programmes and films in depth and meaningfully. Not every centre had managed to invite Welsh speakers but when that occurred, candidates had definitely benefited from the experience and their discussion of the visit was of a very good standard. A great many liked to talk about how they twitter in Welsh and follow Welsh speakers and use *Facebook* and *Snapchat* together.
- In areas where there isn't much opportunity to hear Welsh being used they could possibly discuss what they would like to see happening in their areas. A few centres had invited the playwright in to discuss the play in question. There were examples in many centres of regular visits by poets to talk to candidates.

Section B: *Discussing a play: Crash*

- There were very few examples where the discussion on the play was unsatisfactory. Indeed there were some especially good examples but the comment made regarding the importance of interaction as a pair/ group rather than individual performance is again valid here.
- According to the requirements of the specification, most were able to:
 - analyse characters, trace their development and compare characters with each other
 - discuss key scenes in detail
 - theorize about the playwright's aims
 - discuss the themes in the play in detail
 - express an opinion and respond to the work as a whole
 - give detailed quotations from the text
- A good percentage were able to offer mature comments on the above aspects and a few quotations were given which consolidated and depicted a viewpoint.
- Naturally enough, the standard was varied. With the lower cohort the same detail and depth was not seen.
- There is evidence that learning by rote is becoming scarce to a great degree and by now spontaneous discussion is more evident. On the whole candidates succeeded in responding to the examiner's comments and also they were prepared to ask for help to understand the meaning of a few words or to admit that they hadn't understood the question.

Section C: *Synoptic Assessment*

- It is considered that the synoptic element has improved over the years and there was further improvement this year. By now centres have realised that there must be a link with the play every time. Also the temptation this year to refer to a great many texts didn't exist.
- The standard of responses was varied but the best candidates could discuss more than one theme intelligently and then linked them to *Crash*. There were links to the short stories, the poetry, Welsh films, Welsh programmes and articles. The best candidates greatly enjoy seeing these links and interpreted them assuredly.
- With the lower cohort, the links were few and far between and they were satisfied with one or two examples.
- There were interesting and spontaneous discussions when comparing the selfishness of the character *Els* with the character *Non* in the story *Pwy Fyth a Fyddai'n Fetel* and also *Gwen* in the film *Patagonia*.
- As this is an individual examination it's easier to set the discussions at the candidate's level.
- Some enjoyed discussing different kinds of love between characters including the love triangle which is so obvious in the texts and others chose to refer to relationships and family in a most skilful manner.

UNIT 5

General Certificate of Education (New)

Summer 2018

Advanced Subsidiary/Advanced

Question 1: The Welsh language in Society

In general, there was evidence of good preparation for this new section and most candidates were knowledgeable about the themes. It was evident that many centres had organised guest speakers and / or visits to relevant institutions when teaching The Welsh language in Society. Reading about the opportunities this gave candidates to practice the language was a pleasure. It was evident from the answers that such experiences have helped to develop many candidates' knowledge and understanding, and their love of the Welsh language.

Question 1. (i)

Strengths

- The standard of some candidates' Welsh was very good. These candidates had a very good grasp of grammar and syntax and used a wide range of terms and vocabulary. Some candidates wrote more simply but yet correctly, and therefore succeeded in communicating in an intelligent manner.
- The most successful candidates formulated answers which clearly dealt with the themes noted in the question. They applied information effectively in order to provide specific answers about Welsh as an important skill for the world of work, without pursuing any irrelevant information.
- Many candidates had planned their work well, with the best ones constructing their comments in detail and with care. They could also summarise information effectively, avoiding any repetition.
- The best candidates demonstrated a mature understanding of issues such as the work of the Welsh Language Commissioner; the role of Government; the main aims of the *Welsh 2050* strategy; the implications of the 2011 Welsh language Measure.
- Many candidates demonstrated quite extensive knowledge of the use made of the Welsh language in the workplace. Many could refer to a range of relevant jobs across Wales and in their local areas.
- A number referred to personal experiences of receiving bilingual service. A number also mentioned the experience of meeting people who work through the medium of Welsh or bilingually in various fields and could discuss the impression this made on them.

Weaknesses

- The main stumbling block for a great number of candidates was that they didn't possess the language resources to express themselves in an intelligent and correct manner. Although there were examples of extensive language by the best candidates, most candidates' answers had many basic language errors which adversely affected expression. (See below for examples).
- Some candidates didn't manage to apply their knowledge. Although they wrote a great deal, they didn't answer the question set. Instead, they discussed other aspects of Welsh in society (such as the social use of Welsh and / or examples of protesting

for the Welsh language), failing to demonstrate any connection between these themes and the importance of Welsh as a skill for the workplace.

- Some examples were superficial and there were no references in them to the role of Government, the language acts or the work of the Commissioner.
- Some candidates referred to the 1967 and 1993 language acts as if they were in force today. Although these acts could be relevant when discussing the situation over recent decades, they should not be discussed to the detriment of addressing the 2011 Welsh language Measure.
- Some candidates noted incorrect facts (e.g. noting incorrect dates when discussing the first Welsh schools being established / the role of the Commissioner / S4C).
- A small number of candidates found it difficult to answer the question at all because of a lack of awareness of relevant jobs in their areas; they noted that there weren't any opportunities to use the language outside the classroom.

Question 1. (ii)

Strengths

- As in Question 1(i) above, the best candidates' standard of Welsh was high and they had the language resources to express themselves in an intelligent manner.
- Most candidates wrote relevant answers to this question. Some could give examples of specific apps, discussing their advantages and disadvantages, as well as their personal use of them. Many referred to various useful websites, again detailing their use. When referring to Welsh music, a number could discuss specific bands and some mentioned the experience of seeing them live. A few mentioned the use of technology in plays they had seen in the theatre.
- Some candidates could discuss the use of technology in order to reach the Welsh Government's aim of having a million Welsh speakers by 2050, referring to the fact that technology was a theme in the *Welsh 2050* strategy.
- The best candidates evaluated the effect of technology on Welsh, discussing the threats and the opportunities which are brought about by the web and social media.
- A number of candidates were familiar with relevant vocabulary such as *cyfryngau cymdeithasol*, *gwefannau*, *ar-lein* etc.

Weaknesses

- As Question 1(i) above, language errors affected the standard of most answers. (See below for examples).
- Some candidates tended to list examples of technology only, without extending the discussion. Although points were relevant, discussion was superficial.
- A small number of candidates only discussed one or two aspects of technology (usually television and music) and so their answers were limited.
- Some candidates discussed the way technology can promote Wales, rather than the way it can promote the Welsh language. When referring to music, for example, some candidates mentioned Welsh singers who sing in English (e.g. Tom Jones, Charlotte Church). Some mentioned popular Welsh songs (e.g. *Sosban Fach*) rather than making the connection between technology and music.
- A few candidates included irrelevant information, e.g. details about the Urdd without noting any connection with technology.

Examples of the main language errors in 1(i) and 1(ii):

- Verbs, e.g. *roedd fi; mae nhw*
- Negative forms of verbs, e.g. *mae e ddim*
- Mutations (there were very numerous examples but '*yr iaith Cymraeg*' was an example of an error which came up particularly regularly)
- Conjugating prepositions, e.g. *i fe / i hi*
- Use of English words and terms
- Mixing up words, e.g. *dwyeithog / dwyeithrwydd; gormod / digon; gan / erbyn*
- Incorrect use of the article, e.g. *Mae'r Comisiynydd y Gymraeg...*
- The noun clause, e.g. *bod mae; bod dylai*

Question 2: Translanguaging

Strengths

- Most had understood the article and had been able to respond.
- The most successful answers had been planned in detail.
- Many candidates made use of suitable phrases and idioms which enriched their expression.
- The best candidates gave mature responses, and they could express their opinion in polished language.

Weaknesses

- The main stumbling block for many candidates was the lack of language resources to express themselves in an intelligent and correct manner. (See below for examples).
- A small number of candidates quoted English sentences and words from the article, rather than attempting to translanguange.
- In a small number of answers, the work was not in letter form.

Examples of the main language errors in question 2:

- Lack of mutation (e.g. not following basic rules such as mutating after the preposition 'i')
- Incorrect use of the preposition (e.g. *eisiau i fynd; penderfynu i wneud*)
- Mixing up words and phrases, e.g. *adnabod / gwybod; anodd / caled; edrych / gweld; ar ôl / yn ôl; siarad / dweud; cwsg / cysgu; wedi blino / blinedig*
- *Un deg un o'r gloch* instead of *un ar ddeg o'r gloch*
- Noun clauses, e.g. *bod mae; bod roedd; bod dylai; bod byddai*)

UNIT 6
General Certificate of Education (New)
Summer 2018
Advanced Subsidiary/Advanced

General comments

The new Advanced Level course had an excellent start last year with very promising results in all the Advanced Subsidiary elements. As noted in the report on the CA6 examination in 2017, it was hoped that this would establish a sound basis for the Advanced examination this year, and this was the case. There was evidence of spontaneous oral and written responses. As usual, there was also evidence of thorough teaching, learning and preparation in a number of centres and one can take pride in the standards among second language Welsh learners.

I would like to take advantage of the opportunity to thank all teachers for their hard work as they set about preparing candidates for an examination which is, without a doubt, challenging. **Usually**, centres ensure that candidates are of the correct calibre to sit the Unit 6 examination. As has been said many times, it's easy to recognise those candidates who are thoroughly prepared, also those who have benefited because they have had sufficient opportunities to speak and hear the language as a medium in lessons and around school / college. It's also pleasing to report that the number who had left out any part of the paper was small. In general the format of the scripts was very acceptable and so they were very easy to mark. From time to time, candidates write too much in SECTION B, Question 2(iii) – the synoptic question. This can sometimes lead to confused, repetitive and ambiguous answers.

Reporting on the positive aspects of the scripts is an easy task, of course.

SECTION A – The Use of Language

Question 1. (i) – Writing an email in response to a poster.

The best candidates had understood that an email to colleagues was needed here and they had used a suitable language style for the task and the audience. Good use of the bullet points was made and this in turn helped with the structure of the work. In the same way, those candidates who succeeded in gaining marks in the higher bands had understood and used the language on the poster to help them to write confidently and they demonstrated a grasp of grammar, mutations and verbs.

What caused some candidates problems?

They hadn't understood the whole question nor had responded to what they had understood making use of the crucial bullet points.

A few hadn't read the question rubric.

'Ti' rather than 'chi' was used although they had opened the email with 'Annwyl pawb'.

They mixed up 'ti' and 'chi' – sometimes within the same sentence.

Some had misunderstood the word 'digwyddiad' and this was central to the task.

There were many elementary language errors although some phrases were already on the paper.

Question 1. (ii) – Changing a letter from the first person singular to the first person plural.

This kind of task is a pleasurable one and a task where 10 marks can be easily gained if candidates know their grammar and make regular use of the language.

Including a language focus in every lesson (including drawing attention to language elements in the prose / poetry) is also a help.

The shortcomings in this question.

Not every candidate was clear about the meaning of ‘**y person cyntaf lluosog**’ although it was clearly noted in the wording of the question.

The prefixed pronoun caused a lot of trouble. (fy > ein)

Deallaf > Deallwn caused the most problem.

Rydw i'n > Rydyn ni'n – some omitted the predicative **yn / 'n**.

fy mod i'n > ein bod ni'n – there were all kinds of different answers here.

(The specification needs to be referred to in order to see what kinds of questions can be expected in this part of the paper).

arna i > arnon ni/ata i > aton ni (often ‘arnan ni/atan ni’ were seen and of course it's easy to see the effect of oral language here).

SECTION B: The Short Story

Question 2. (i) – Creating a **personal** response to the extract from *Pwy fyth a fyddai'n fetel?*

In accordance with the requirements of the specification the best candidates had created a personal response to the dramatic extract at the end of the short story *Pwy fyth a fyddai'n fetel?*

The crucial words in the question are ‘**Dychmygwch mai chi ydy Non.**’ and those who read the question rubric carefully had understood that the **first person** was needed here. When preparing for the exam consideration of the specification content is required (page 16):

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

In order to gain marks in the higher bands it's just as important to discuss the features of different forms of writing by reading examples, discussing them and recognising what is needed linguistically within the genre. It's evident that those who expressed themselves well and who gave careful attention to register had received this guidance.

Weaker candidates had misunderstood the question and had written in the third person. One must draw attention once again to the fact that the crucial words are ‘**Dychmygwch mai chi ydy Non.**’ and also ‘... yn disgrifio sut **rydych chi'n teimlo ac yn ymateb ...**’

One can argue that words such as ‘**bygythiad**’, ‘**rhwystredigaeth**’ and ‘**bradychu**’ are difficult words but having said that it would be impossible to discuss the story without using them.

To raise standards one needs to refer to what explains the success of those candidates on the highest bands in order to improve the content and expression of lower ability candidates. Also it must be remembered that differentiation within Advanced Level lessons is just as important.

As regards expression, incorrect language and syntax was common throughout the responses and therefore lowered the standard as a result.

Question 2. (ii) – Discussion of the techniques of the **extract in question**.

This question has three parts to all intents and purposes.

- recognising the techniques in the **extract** (rather than the whole story)
- giving an example / examples of the techniques
- explaining the effect of the techniques on the success of the story and on the reader

Also, in order to gain marks in the higher bands **every** technique in the question rubric must be discussed. It's evident which candidates have read the question carefully before starting.

Some candidates hadn't commented on the 3 techniques although there were plenty of examples of each one in the extract. Also there were examples of discussing other techniques which weren't in the question.

Some referred to sentences which were 'mawr' and 'bach' rather than 'hir' and 'byr'.

It's crucially important that candidates are coached to explain why a technique is successful. There was a tendency to repeat the same fact over and over again, facts which often made little sense.

Examples of good answers:

- In the extract the main intention of repeating 'Symud!' is emphasising that Keflusker X is the one who now has power and control over the situation.
- The repetition of the rhetorical question 'on'd yw? / on'd wyt ti' by Keflusker X demonstrates his authority especially as Non isn't given an opportunity to answer or respond.
- The short sentence 'Tawodd y peiriant am eiliad.' creates tension as the reader thinks that this is Non's opportunity to take hold of the situation.
- The question mark followed by an exclamation mark (Jac? Jac!) is effective in conveying the shock, the panic and the frustration that Non feels.
- 'Nawr 'te, Keflusker X, dydw i ddim yn ...' Here the ellipsis demonstrates the confidence Keflusker X feels now he has control of the situation.

It also needs to be noted how important making use of the correct style of language is when discussing the techniques e.g. question mark, exclamation mark, ellipsis.

Notice that the wording of the question states discussing the techniques of the **extract in question** although there is sometimes a tendency to refer to the story as a whole.

Question 2. (iii) – The synoptic question (i.e. discussing in detail **the theme in question**, referring to literature and visual material **which deal with the same theme and linking them to the extract below**).

The best candidates this year had paid attention to the crucial words i.e., '**cysylltu gyda'r darn isod**' (linking them to the extract below) and they had the language resources to do so. Also, it's evident that they were coached to stick to the theme **in the question**. Although the requirement of the question is 'perthynas rhwng pobl a'i gilydd' (the relationship between people) it was surprising how many candidates referred to the relationship between the people of Cardiff and the Welsh language and also between the people of north Wales and Liverpool. It was pleasing to see that candidates in some centres had been guided to read or watch texts which prove wider study. There were references to *Craith*, *Un Bore Mercher*, *Gwaith Cartref*, *Cara fi*, *Solomon a Gaenor* and so on.

Two important elements in the mark scheme for this question are **making a cross-reference between different aspects of the topic** and **using quotations correctly and**

purposefully. Those who gained most marks did so and ensured that the name of the author / poet / playwright and the title of the text was completely correct at the same time. The idea of making cross-references is a problem for weaker candidates. Often candidates are aware of other texts which **deal with the same theme** but **linking them to the extract** is difficult for some reason. Others make cross-references to other texts read or watched but not to the extract of the story on the examination paper. Unfortunately there are also examples where candidates don't refer to any other texts and so deciding on a mark is difficult.

The report of a few examiners suggests that some candidates need coaching on how to formulate a written synoptic answer to ensure a structure which is deficient at present. There is a synoptic resource (non-statutory) available on the WJEC website which provides a teacher-guided exercise and also opportunities for candidates to work independently.

It's important that candidates learn 'stock' sentences for oral and written synoptic responses and that they use them consistently in context.

e.g.

- (i) Language patterns to help candidates refer to the way the author / playwright discusses the theme in question:

Yn y darn hwn o'r stori fer (e.g. Angladd yn y Wlad)...

- mae'r awdur yn sôn am...
- mae (e.g. Ioan Kidd) yn cyfeirio at...
- rydw i'n teimlo bod yr awdur yn cynnwys nifer o...
- rydw i o'r farn bod (e.g. Ioan Kidd) yn trafod mewn ffordd...
- mae'n amlwg ei fod e'n teimlo bod...
- gellir dadlau ei bod hi'n pwysleisio'r ffaith mai...
- mae'n hawdd gweld bod yr awdur o'r farn bod...

- (ii) Language patterns which help the candidate to compare with the way other authors / poets / playwrights discuss the topic:

- Mae hyn yn debyg i ...
- Mae hyn yn ein hatgoffa o...
- Mae'r un syniad i'w weld yn y ddrama, y gerdd...
- Mae'r un syniad yn bodoli yn y ddrama, y gerdd...
- Gellir dadlau bod hyn yn debyg i...
- Gwelwn yr un thema yn amlygu ei hun yn...
- Mae'r berthynas rhwng ... a ... yn gwneud i ni feddwl am...
- Mae'r berthynas rhwng ... a ... yn f'atgoffa o...

Where should one start preparing for the synoptic element – Unit 4 or Unit 6? This is the question which is often asked. The answer is simply that both units should be prepared together as the requirements are the same and therefore everything should be in place for the synoptic oral Unit 4 and the written Unit 6 examination.

Hopefully these comments will be helpful as we go about coaching more Welsh speakers in future. Certainly, there will be an opportunity to go into greater detail in the training sessions held in south and north Wales in September. With many thanks again to everyone who was part of the process.



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