

GCSE



WJEC GCSE CORE CYMRAEG & LEVEL 2 AWARD IN ADDITIONAL CORE CYMRAEG

FREQUENTLY ASKED QUESTIONS

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Q: How many hours are needed to teach the new course?

A: Guided Learning Hours (page 8 in specifications).

GCSE Core Cymraeg	Level 2 Award in Additional Core Cymraeg
120-140 guided learning hours	40-60 guided learning hours 20-30 guided learning hours per unit

Between 120-140 guided learning hours set out in the specification for the introduction and teaching of the Core Welsh qualification. This number of hours is common to other qualifications. 120 hours is set out in the current specification for GCSE Welsh Second Language.

Then, between 40-60 guided learning hours specified in the Additional Core Cymraeg specification and between 20 – 30 guided learning hours per unit.

Q: What is the difference between the tasks with Award Level 2 in Additional Core Cymraeg and AS Welsh Second Language?

Level 2 Award in Additional Core Cymraeg – UNIT 2	AS Welsh Second Language – UNIT 2
2 tasks	3 tasks
800-1,000 words	1,500- 2,00 words
Low level of control	1 task under special conditions/exam
Task 1 – Critical response to research and analysis Task 2 – Creative and imaginative response	Choice 3 of 7 writing forms
Title – ‘Cymraeg a fi’ (‘Welsh and I’)	Specific title – specific area in Wales; social element; cultural element; vocational element; historical element; political element

This question refers to Unit 2 in the Level 2 Award in Additional Core Cymraeg and asks for clarification how it differs from Unit 2 in the GCE qualification as Welsh Second Language. The Additional Core Cymraeg has two tasks where three tasks are required in the AS. The number of words is of course different. Both tasks in Additional Core Cymraeg have a low level of control while one of the tasks in AS needs to be completed under special conditions. With the Additional Core Cymraeg task 1 must be a critical response to research and analysis and task 2 must be a creative and imaginative response written in the form of two out of the nine writing forms listed in the specification. The response is not specified for the AS tasks so three creative and imaginative tasks could be presented, three tasks critical and factual in tone or a combination of both. The Additional Core Cymraeg title is a fully open one – ‘Cymraeg a fi’ (Welsh and I’) while the AS has listed specific titles to choose from for putting together a package of work.

Q: With the short stories/poems, do learners need to be able to mention characters, poetry techniques etc?

A: Yes. At the bottom of page 20 of the specification for Core Cymraeg, the following is stated:

'Learners should understand different styles that enrich literature within the set texts, including comparisons, idioms, use of adjectives, use of the senses, dialogue and verb tenses.'

'Learners should understand different styles that enrich literature within the set texts' means learners need to demonstrate their knowledge rather than apply it. 'Including' is indicated here which means that the content must be learned and may be subject to assessment. 'Literature' in the paragraph refers to poems and short stories. All styles listed here should be taught and presented in lessons, in the context of the four set pieces.

Q: What is the difference between the three themes? Can you advise how we should approach this in a multicultural environment?

A: Page 6 of both specifications list how both qualifications support the Curriculum for Wales:

[GCSE Core Cymraeg Specification](#)

[Level 2 Award in Additional Core Cymraeg Specification](#)

The Curriculum for Wales framework underpins the GCSE Core Welsh and Level 2 qualifications in Additional Core Cymraeg (see below for further information and links to the Welsh Government's documents).

<p>CONTENTS</p> <p>Cross-curricular skills and integral skills</p> <p>Specific considerations for this Area</p> <p>Key links with other Areas</p> <p>Cross-cutting themes</p> <p>Welsh in English-medium education</p> <p>British Sign Language (BSL)</p>	<h3>Cross-cutting themes</h3> <h4>Local, national and international contexts in this Area</h4> <p>Learning in this Area should inspire and enable learners to:</p> <ul style="list-style-type: none">• become multilingual, able to use Welsh, English and at least one international language, and develop an openness to and curiosity about all languages and cultures of the world• enjoy learning languages and develop a positive perception of themselves as users of those languages• competently utilise the language(s) and culture(s) of their homes and communities and use these as a foundation for subsequent language learning• have a firm foundation in Welsh and English to build on when learning other languages and when broadening their understanding of national and global contexts• reflect on their personal and local linguistic heritage• become knowledgeable about the diversity of local, national and international linguistic and cultural heritage• develop their own sense of linguistic identity within their locality, Wales and the wider world. Whether learners and their families have been born in Wales or not, the learners being educated in a school in Wales will over time develop a relationship with Wales and their own sense of Welsh identity as well as with the wider world
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1.2 Curriculum for Wales

The Curriculum for Wales framework underpins the GCSE Core Welsh + Level 2 qualifications in Additional Core Cymraeg. It was designed to ensure that learners can continue to make progress towards all four purposes whilst studying for these qualifications. Central to this are the principles of progress, as well as the **statements of what is important**, and **those subject-specific skills and concepts** outlined in the 'Designing your Curriculum' part of the Languages, Literacy and Communication Learning and Experience Area.

[Principles of Progression](#)

[Statements of what matters](#)

[Subject specific skills and concepts](#)

[Designing your curriculum](#)

When selecting 'Cross-cutting themes' (in the red box as shown above) the information about the cross-curricular themes will appear which actively explains the intention of introducing these themes.

The three broad themes can be interpreted into our context as follows:

Being part of an **area** and a **community** is '**habitat**'.

'**Identity**' is what **differentiates a person from everyone else** and makes them different or unique.

We celebrate the unique culture of our country in the theme, '**culture**'

The three themes are **intertwined**.

The following sentence appears in the purpose of each unit in our two qualifications: 'to consider the diverse nature of Welsh citizenship and its cultures, including the perspectives, identities, culture and contributions of Black, Asian and ethnic minority communities.'

Q: Can you advise how centres should timetable Award Level 2 in Additional Core Cymraeg?

A: WJEC specifies in both specifications the number of guided learning hours. It will be the centre's decision to select how many hours will be devoted to Welsh. Award Level 2 in Additional Core Cymraeg is a further, optional qualification.

Q: Will candidates in schools in England be able to sit this qualification?

A: Yes.

Q: Why are Units 1 and 2 in GCSE Core Cymraeg (speaking and listening units) split into two different school terms?

A: It was decided to split Unit 1 and Unit 2 into two different school terms to reduce the administrative burden on centres.

Q: How will GCSE Core Cymraeg and Award Level 2 in Additional Core Cymraeg work in practice?

A: It is the centre's decision on how to timetable the new qualification / qualifications. Award Level 2 in Additional Core Cymraeg is a further, optional qualification for centres.

Q: Will there be vocabulary help with the translanguaging question?

A: No, but the instructions will be bilingual.

Q: Where can we find the short stories and poems for the literary element of unit 4?

A:

- 'Y Rhigos a'r fan hufen iâ' – Siôn Tomos Owen. 'Y Fawr a'r Fach - Straeon o'r Rhondda' Amdani Series, Y Lolfa.
- 'Pâst Dannedd' – Mererid Thomas: Can be found in IAW Magazine (Urdd Gobaith Cymru) September issue 2013, and published on 19 December on the WJEC website: <https://www.wjec.co.uk/media/iiodkedr/cbac-tgau-cymraeg-craidd-uned-4-past-dannedd.pdf>
- 'Llwybrau' – Nia Morais & 'Y Daith' – Aneirin Karadog: Published on 19 December on the WJEC website: <https://www.wjec.co.uk/media/43sheaym/cbac-tgau-cymraeg-craidd-uned-4-barddoniaeth.pdf>

Q: Will there be a proof-reading question?

A: Yes, in Unit 3.

Q: How many times can the candidates watch the clip in Unit 1 (GCSE Core Cymraeg)?

A: They will watch it twice. The same as the current qualification.