

Core Cymraeg Qualification Outline

Introduction

This document provides a high-level overview of the proposed AS/A Level Core Cymraeg Qualification.

It is based on [Qualifications Wales's Approval Criteria](#). Our qualification **must** meet these requirements.

The qualification outline will provide a guide for the development of the Specification and Sample Assessment Materials (SAMs).

Qualification Overview

This qualification is designed to contribute to the Welsh Government's vision set out in *Welsh Language and Education (Wales) Act 2025*, by developing confident, fluent speakers who can use Welsh effectively in their personal, social, and professional lives.

The purpose of this qualification is to:

- develop fluent and confident Welsh speakers who can use the language appropriately and effectively in a range of contexts.
- extend learners' knowledge, understanding, and skills in authentic, real-life situations.
- promote confidence and competence in communicating through the medium of Welsh.
- encourage active citizenship and foster pride in the Welsh language, culture, and identity.
- equip learners with the linguistic and transferable skills required to contribute to Wales's future in bilingual communities and workplaces.

Proposed Qualification Structure

This qualification will consist of five units.

AS Units
<p>Unit 1: Film and Oracy Oral examination 20% of the qualification 30 minutes Set and marked by WJEC</p> <p>Section A- Discussion task for a pair/group of three, approximately 20 minutes Section B- Individual task, approximately 6-10 minutes</p> <p>This unit will be assessed from the Spring of 2028 onwards.</p>
<p>Unit 2: Wales Past and Present Written examination 20% of the qualification 1 hour 30 minutes Set and marked by WJEC</p> <p>Section A- Translating and proof-reading tasks Section B- Tasks based on the use of the Welsh language past and present</p> <p>This unit will be assessed from the 2028 summer series onwards.</p>
A Level (the above plus three additional units)
<p>Unit 3: Appreciation of Literature Non-examination Assessment 15% of the qualification Set by WJEC, marked by the centre and moderated by WJEC</p> <p>Section A- Response to poems Section B- Creative response to a short story</p> <p>This unit will be assessed from the 2029 summer series onwards.</p>
<p>Unit 4: Living through the medium of Welsh Oral examination 25% of the qualification 30 minutes Set and marked by WJEC</p> <p>Section A- Discussion task for pair/group of three, approximately 15 minutes Section B- Individual task, 10-minute presentation and up to 10 minutes for question-and-answer session</p> <p>This unit will be assessed from the Spring of 2029 onwards.</p>

Unit 5: Practical use of Welsh

Oral examination

20% of the qualification

1 hour 45 minutes

Section A- Series of tasks demonstrating practical use of the language**Section B-** Translanguaging task and expressing opinion**This unit will be assessed from the 2029 summer series onwards.**

This will be a unitised qualification.

There is no hierarchy in the order in which the units are presented. The order does not imply the teaching order of the units.

AS units will be available from 2028. A level units will be available from 2029.

These are the *proposed* percentages for the assessment objectives:

AO1	<p>Understanding and response</p> <ul style="list-style-type: none"> i. Understand and respond coherently to a range of spoken, visual and written texts by selecting and interpreting relevant material. ii. Collate, compare and evaluate information presented in a range of texts, cross-reference from one text to another, summarise and reach conclusions. iii. Demonstrate knowledge of specific texts/topics and the significance of their social, historical and cultural background, analysing critically. iv. Interact with and respond to others and consider their contributions and points of view. v. Understand and interpret a text through translanguaging. 	50%
AO2	<p>Communication and expression</p> <ul style="list-style-type: none"> i. Communicate effectively, clearly and confidently, demonstrating a range of linguistic features. ii. Apply knowledge of grammar effectively within various contexts. iii. Communicate using various linguistic registers and make effective use of Welsh in a range of situations and contexts and for different purposes and audiences. iv. Develop relevant viewpoints and ideas, summarise and reach conclusions. 	50%

The three broad themes for this qualification are:

1. Identity
2. Culture
3. Cynefin

Unit Information

Unit 1 - Oral Examination: Film and Oracy

The purpose of this unit is to:

- develop an understanding and appreciation of the history and development of the Welsh language
- demonstrate knowledge and understanding of the key content, themes, and ideas presented in the film *Y Sŵn*
- present an informed and personal response to the film and the role of S4C today in a contemporary Welsh society.

Learners will study and explore the film *Y Sŵn*, examining its key themes, ideas, and content.

- **Section A:** In pairs/groups of three, learners will discuss the film, focusing on its content, techniques, and themes.
- **Section B:** Individually, learners will discuss their personal response to the film and reflect on the role of S4C today in a contemporary Welsh society.

This assessment will be conducted under a high level of control. The unit will be assessed by a visiting external examiner on a date set by WJEC during the Spring term in the first year of the course. No notes will be permitted during this assessment. The mixture of tasks for this unit will target AO1 and AO2 equally. We propose approximately 20 minutes for the pair/group discussion and 6-10 minutes for the individual task.

For Section A, the examiner may ask candidates to discuss topics such as the following:

- discuss the characters, and compare characters with each other
- discuss certain scenes
- discuss the aims of the producer
- discuss specific themes
- express an opinion and respond to the work

For Section B, learners are required to discuss their personal response to the film *Y Sŵn* and reflect on the role of S4C today in a contemporary Welsh society. Using at least two S4C programmes as a stimulus, learners should consider:

- the relevance of S4C today for example, different types of programmes, influence of presenters, characters, location and setting
- the influence of S4C on the Welsh language as a multimedia outlet

There will be guidance and parameters in place for the selection of programs

The unit will be assessed through an oral examination which will be available from the Spring of 2028 onwards.

Unit 2 - Examination: Welsh Past and Present

The purpose of this unit is to:

- develop the skills, knowledge, and understanding to use the Welsh language with clarity and accuracy
- understand key events and developments in the history of the Welsh language
- explore how the Welsh language is used in contemporary society
- explore how the Welsh language is promoted and supported at both local and national levels

The unit will be assessed via an examination, which is available in the summer 2028 series onwards. The mixture of tasks for this unit target AO1 and AO2 equally. The duration of the examination is likely to be approximately 1 hour and 30 minutes, set and marked by WJEC. There will be no optionality in this unit.

- **Section A-** Translating and proof-reading tasks
- **Section B-** Tasks based on the use of the Welsh language past and present

For Section A, the assessment materials will give learners the opportunity to complete translating and proof-reading tasks.

For Section B, the assessment materials will give learners the opportunity to combine knowledge and understanding from key events in the history of the Welsh language from the middle of the 20th century to the present day for example:

- Saunders Lewis's lecture
- Tynged yr Iaith (The Fate of the Language) 1962
- Gwynfor Evans's campaign to establish S4C
- the establishment of Cymdeithas yr Iaith Gymraeg (The Welsh Language Society)
- the flooding of Cwm Tryweryn and the response
- appointment of the Welsh Language Commissioner following the Welsh Language Measure (2011)
- Language Bill 2025.

Learners will consider the current situation of the Welsh language and what is being done to promote the Welsh language today on a local and national level e.g. the work of Menter Iaith, the Urdd, media and technology.

Learners will complete the tasks using the following written forms:

- Report
- Blog
- Article
- Formal/informal letter

Unit 3 – Non-examination Assessment: Appreciation of Literature

The purpose of this unit is to:

- explore a range of works, including poems and short stories
- develop an understanding and appreciation of the works
- present an informed and personal response to the selected poems
- develop a creative response to a short story.

The unit will take the form of non-examination assessment. Work will be internally assessed and external moderated by WJEC. Work for moderation will be submitted digitally in the summer series of the final year of study and available from the 2029 summer series onwards. The mixture of tasks for this unit will target AO1 and AO2 equally. There will be a mixed level of control for different tasks in this unit. There will be a high level of control for section A and learners will have 3 hours to complete the assessment. There will be a low level of control for section B and learners will have 3 hours to complete the assessment. Tasks will be static for this unit with a choice of briefs. The briefs will be released annually in June of the first year of study.

- **Section A-** Response to poems
- **Section B-** Creative response to a short story

A selection of texts are available for this unit, including poems and short stories. The selection of texts include contemporary works which reflect the diverse experiences and identities of learners and of poets/writers today. These texts are categorised under the three broad themes: identity, culture, and cynefin:

Poems-

Culture	Cynefin	Identity
Gêm Bel-droed (Wrecsam)- Bryan Martin Davies	Help - Casia Wiliam	Colli Iaith - Harri Webb
Gwisgo - Llio Maddocks	Gweithio – Mei Mac	Croeso i Gymru - Tara Bandito
Cysylltu – Mei Mac	Hawl – Myrddin ap Dafydd	Grisiau – Mari George
Dau Lygad ar Un Wlad - Myrddin ap Dafydd	Wyth Mil o Filltiroedd – Tudur Dylan	Iaith Mam - Mihangel Morgan
Ar y we – Myrddin ap Dafydd	Pethau Bychain - Mei Gwynedd	Ap – Anni Llyn
Llwyddiant - Elin Angharad Davies	Calvin Tŷ Canol – Gwion Hallam	Methu a Medru - Ceri Wyn Jones
Pwy roddodd yr hawl? – Gwilym Morus	Annwyl blant yr Wcráin - Casi Wyn	Y ddraig goch a'r ddraig wen – Tudur Dylan

Neb - Haf Llywelyn	Glas - Bryan Martin Davies	Trio darllen Saesneg – Caryl Parry Jones
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Short stories:

- Cot Ruby (Sarah Reynolds - cyfrol Cawl)
- Cawl (Mared Lewis - cyfrol Cawl)
- Does unman yn debyg i gartref (Zoe Pettinger)

Centres can select additional poems and short stories. There will be guidance and parameters in place for the selection of additional poems and short stories. Learners must study at least 6 poems). Learners must study at least one short story.

For section A, learners must create a response to poems addressing their chosen brief. Learners will present the work in one of the following written forms:

- Review
- Blog
- Article.

For section B, learners will produce a creative response to a short story from the chosen theme. Learners will present the work in one of the following written forms:

- Short story
- Letter
- Portrait
- Diary
- Dialogue

Unit 4 - Oral Examination: Living through the medium of Welsh

The purpose of this unit is to:

- develop understanding and use of the Welsh language in a range of everyday contexts whilst developing work-related skills
- explore the three broad themes — *identity*, *culture*, and *cynefin* — and respond appropriately to a question linked to modern Wales
- present a personal perspective of Welsh, with links to contexts and content studied in Units 1, 2 or 3 and respond appropriately to questions.

The unit will be assessed by a visiting external examiner on a date set by WJEC during the Spring term in the final year of the course. The unit will be available from the Spring of 2029 onwards. The mixture of tasks for this unit will target AO1 and AO2 equally. WJEC propose approximately 15 minutes for the pair/group of three task and a total of 20 minutes for the individual task. This assessment will be conducted under a high level of control.

- **Section A:** In pairs/group of three, learners will discuss a question from the examiner based on a topic from one of the three broad themes linked to modern Wales.
- **Section B:** Individually, learners will present information on “*What does the Welsh language mean to me?*” and answer questions about their presentation.

For Section A, learners will explore a question set by the examiner linked to “Modern Wales”. Topics within the three broad themes can include:

- **Identity-** celebrations, traditions, festivals, Welsh Senedd
- **Culture-** music, food, film, television, sports, technology, social media
- **Cynefin-** environment, opportunities, jobs, facilities, tourism, sustainability

For Section B, learners will present their personal perspective on the question “*What does the Welsh language mean to me?*”. In their presentation learners will reflect on and explore:

- Key influences, for example people, organisations or experiences
- Opportunities to use the language in everyday life, education or the wider community
- Welsh literary text(s) that have inspired them or influenced their views of the Welsh language.

Unit 5 - Practical use of Welsh

The purpose of this unit is to:

- prepare for work-related communication tasks
- apply knowledge and understanding of the Welsh language in a variety of contexts
- understand, interpret and use information for a different purpose

The unit will be assessed via an examination, available in the summer series, in the final year of study. The unit will be available from the 2029 summer series onwards. The mixture of tasks for this unit target AO1 and AO2 equally. The duration of the examination is likely to be approximately 1 hour and 45 minutes, set and marked by WJEC.

- **Section A-** Series of tasks demonstrating practical use of the language
- **Section B-** Translanguaging task and expressing opinion

Section A will include composite questions and various types of work-related linguistic exercises. These exercises can include:

- a response to a specific task e.g. email, meeting notes, social media post, memos
- changing the tense of the verb
- the person of the verb
- from first person to third person
- from the third person to the first person
- from the singular to the plural
- from the plural to the singular
- choosing the correct verb in a sentence
- choosing the correct word in a sentence (similar words).

For section B there will be two tasks:

- **Task 1-** Learners will read two sources in English and use the information to produce a work-related document in written Welsh, such as promotional material, website content, a newsletter, or an advert. Learners should demonstrate awareness of their intended target audience.

The reading materials will relate to current news stories, current affairs, or representations of Wales and the wider world. The text must not be translated directly.

- **Task 2-** Learners will be required to understand and interpret the content of the two sources.

Rationale

In developing this proposed qualification outline, we have considered manageability, engagement, validity and reliability, and how to balance these considerations in the context of the requirements of the [AS and A levels in Cymraeg Decisions Report](#) and [Approval Criteria](#) by Qualifications Wales (QW).

This qualification will be structured around three broad themes—identity, culture, and cynefin. These themes align with those used in the GCSE Core Cymraeg and Level 2 Additional Core Cymraeg qualifications, ensuring continuity across levels and supporting the progression and development of learners' skills, knowledge, and understanding in relevant, engaging, and authentic contexts. This thematic approach also supports teaching and learning by providing a clear yet sufficiently flexible and broad framework for language development.

Unit 1

The AS and A levels in Cymraeg Decisions Report and Approval Criteria by Qualifications Wales state that the qualification should provide opportunities for learners to have their oracy skills assessed in both the AS and A level qualification units. The oracy assessments should include opportunities to demonstrate knowledge and understanding in a variety of contexts, including literary and non-literary. The total oracy assessment (across AS and A levels) will contribute 45% to the whole qualification.

To meet these requirements, Unit 1 will take the form of an oral examination worth 20% of the overall qualification and will be assessed by an external examiner. Learners will be required to explore and study the film *Y Sŵn*, which replaces the set work used in the current qualification. This change reflects feedback from writers, QDAG and reviewers who expressed a desire to introduce a more contemporary and engaging text. The inclusion of an audiovisual source is intended to make the unit more accessible, stimulating, and appealing for learners.

This unit will be assessed during the spring term of the first year of the course, ensuring that learners have sufficient time to develop the necessary skills, knowledge, and understanding. The assessment consists of two components: a pair/group task and an individual task. This structure enables learners to demonstrate their linguistic abilities in different contexts and provides opportunities for learners to communicate spontaneously, both within a group discussion and independently.

We believe that tasks we propose for this oracy unit are a valid approach to assessing the purpose and content as they allow learners to demonstrate their skills in appropriate contexts.

Unit 2

In line with the Approval Criteria, this unit enables learners to explore the Welsh language in both its historical and contemporary contexts, including key events that have shaped its development. It also offers opportunities for learners to strengthen their skills, knowledge, and understanding of written language structures, grammar, and linguistic patterns.

Scheduling the assessment for the summer term ensures that learners have sufficient time to develop the required skills, knowledge, and understanding through teaching and learning activities.

Unit 3

We believe that the non-examination assessment tasks we propose for Unit 3 allow learners to demonstrate their skills, knowledge and understanding in appropriate contexts. This unit will be internally assessed and externally moderated. WJEC will moderate a sample of candidate work from each centre. The tasks for this unit will be static and requires a personal response from learners. There will be a choice of briefs for this unit. The choice of briefs will be released annually in June, with assessment submitted the following summer series, which should provide sufficient time for learners to develop the required skills, knowledge and understanding.

In line with the current qualification, some tasks will be high control and others lower control. An element of high control is required to help ensure a level of integrity, fairness, authenticity, validity and reliability. Lower controls are however considered appropriate for more creative tasks as the purpose of these tasks is to encourage originality, exploration and independent thinking. The timings and wordcount for each section (total of 1500 words for both sections) is comparable with the current requirements.

There will be a choice of texts categorised under the three broad themes. This will provide choice and flexibility for centres. Centres are permitted to select additional texts within the three broad themes. There will parameters in place for the selection of additional texts. This flexibility allows centres to tailor learning to their learners' interests and experiences, supporting engagement and inclusivity while ensuring that the qualification remains current and relevant. This approach builds on the ethos, values, and learner-centred principles of the Curriculum for Wales, that learners will have experienced, particularly its emphasis on relevance, progression, and authentic experiences. Section A requires a response to the poems in one of the written forms noted. This ensures a choice of appropriate forms helping to make it more engaging for learners. A choice of appropriate written forms have been noted for the creative response (Section B) which again provides choice and increases engagement for learners.

Unit 4

The QW report states that the qualification should provide opportunities for learners to have their oracy skills assessed in both the AS and A' level qualification units. The oracy assessments should include opportunities to demonstrate knowledge and understanding in a variety of contexts, including literary and non-literary.

To meet this requirements, Unit 4 will take the form of an oral examination worth 25% of the overall qualification. In line with the AC, this unit will be assessed by a visiting examiner. This unit will be assessed during the spring term of the final year of study, ensuring that learners have sufficient time to develop the necessary skills, knowledge, and understanding. The assessment consists of two components: a pair/group task and an individual task. These tasks enabling learners to demonstrate their linguistic abilities in different contexts, including every day and work-related contexts. The assessment provides opportunities for learners to communicate spontaneously, both within a group discussion and independently, along with a more structured presentation that emulates work-related tasks. As per the requirements, there will be a synoptic element to this unit, and learners will consider themes, ideas and texts explored as part of other units of this qualification. Learners will also discuss both literary and non-literary work explored in other units of the qualification as per the requirements.

Unit 5

Tasks will include work-related activities that promote engagement and provide an authentic and meaningful context for developing and applying skills, knowledge, and understanding. As per the requirements, there will be a synoptic element to this unit, where learners must draw on and apply linguistic knowledge and skills developed across the course in order to identify and correct grammatical errors, with appropriate justification.