



GCE EXAMINERS' REPORTS

**GCE
WELSH SECOND LANGUAGE
AS/ADVANCED**

SUMMER 2022

Grade boundary information for this subject is available on the WJEC public website at:
<https://www.wjecservices.co.uk/MarkToUMS/default.aspx?l=en>

Online Results Analysis

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Annual Statistical Report

The annual Statistical Report (issued in the second half of the Autumn Term) gives overall results for all examinations administered by WJEC.

WELSH SECOND LANGUAGE UNIT 1

General Certificate of Education

Summer 2022

Advanced Subsidiary/Advanced

General comments

The excellent work of teachers and centres across the country must be acknowledged. Firstly, I would like to thank every centre and the teachers for working so hard to ensure that the Unit 1 oral examination took place successfully this year.

This year the tests were held under unique circumstances as a result of the Pandemic. Centres were given the choice of holding the Unit 1 exams either in the traditional way or via Teams. In a few instances, a combination of both examination methods was used. In accordance with the instructions, a member of staff was provided to supervise the exam with candidates when they were held via Teams.

When using Teams a few technical problems occurred such as freezing or an unreliable connection and there were difficulties in connecting with centres sometimes. Having said this, all centres were contacted successfully due to the efforts of examination officers in the centres, examiners and WJEC staff.

With regards to the paper work, the majority of centres provided their paper work in a timely and organised manner on Sharepoint. The sheets which were provided as Word documents were much easier to deal with than those which were sent as PDFs. Care should be taken when completing the different columns on the marking sheet. Centres only need to provide one mark and the title of the non-examination work next to the name of each candidate. This was done in almost all instances.

Despite the uncertainty of the past two years it's clear that centres have successfully prepared their candidates to try to meet the requirements of the Unit 1 exam.

Examiners noted that the candidates were polite and keen young people who discussed the film and their non-examination work enthusiastically, almost without exception.

On the whole, marking was consistent and fair across the centres. There were a few examples where centres had grouped candidates who had a big difference in their marks. Unless there is a good reason for not grouping together individuals with fairly similar marks, efforts should be made to avoid this practice.

Comments on individual questions/sections

It's evident that the film provided opportunities for candidates to discuss content and express their opinions on a wide range of visual and literary aspects. Almost without exception the discussions showed that the candidates were able to respond to the requirement of the specification on different levels.

The vast majority of the candidates knew about the history of the Settlement, Tryweryn and the Falklands War. Some could discuss the significance of these histories in the context of the film and the characters.

Almost without exception candidates could discuss the contents of the two stories in the film. Some were able to do this in a very methodical and detailed way. Having said this, there were a few examples where there was too much or too little detail. When there was too much detail the discussion became somewhat laboured whilst the less detailed discussions tended to be superficial.

The majority had enjoyed watching and studying the film.

They could discuss the nature of the characters and the relationship between them confidently on the whole, and the most able candidates were able to do so in a perceptive and mature way. There were splendid discussions on elements such as the plot; symbolism; the use of music and camera shots across the range of abilities. The most perceptive candidates were able to see layers of subtle meaning in these things.

The most confident spoke in a lively fashion with some discussing together and challenging each other in their pairs/groups. They talked freely and responded well to each other and gave meaningful personal opinions. The candidates who performed in the lower grades were also able to discuss in detail at times but the responses were more rudimentary and the opinions which were offered tended to be short. Very few candidates were unable to discuss effectively.

A few groups presented a script which had been learnt by heart. Although the content of the statements was detailed at times, it was questionable how much of what was said by the candidates made sense to them. When the examiner asked them a question they were at a loss when they lost the flow of the work which they had prepared before hand. They were unable to provide amplification when the examiner asked for this as it was unexpected and beyond the limitations of the script which had been learnt. It must be remembered that the aim of the assessment is to have a chat and a discussion not to listen to a script which has been produced in advance.

Although the best candidates had a lively and mature discussion with each other, the interaction between candidates in their pairs/groups still needs to be improved among the less confident candidates in particular.

Part 2 Discussing the non-examination work.

This year two pieces of work needed to be produced for the package in order to discuss them in this part of the examination.

The best candidates provided lively, confident and detailed talks and discussions on the content of their work. It was clear that they had prepared their work in detail and enjoyed discussing it. The less confident candidates had difficulty finding the correct vocabulary and forming strong sentences when making their presentations.

A few candidates had difficulty remembering the content of their work and several struggled with the terminology, for example: *dyddiadur*, *erthygl*, *cyfweliad*, *llythyr* and *portread*.

A large number were uncertain of the words “*ymchwil*” and “*ymchwilio*”.

Once more, several candidates had learnt chunks by heart before the assessment. When the examiner asked them to expand on something they were at a loss.

In a few centres every candidate presented work on the same topic. As a result the responses were bland and there was a tendency for the content to be very similar.

Language and Grammar

Candidates need to ensure that they know the Welsh words for the forms of literature in their non-examination packages: *portread, sgwrs, cyfweliad, dyddiadur* etc

A number of candidates have difficulty pronouncing key vocabulary e.g. *didordeb, cyfriadur, thêrn*

English words were used for rudimentary things such as the names of cities in Wales.

A mixture of *bod/mae bod, roedd* are used in the same sentence and forms of *cael* are used when forms of *gan* are required.

The incorrect forms of the verb were used, especially in the past tense e.g. *Gwelodd fi raglen deledu..., Dwedais Gwen i Rhys...*

Summary of main points

Candidates need to ensure that:

- they are secure in methods of presenting information verbally using the third person forms of the verb in the past tense: “Mae Alejandro yn...”.
- they gain confidence when presenting a series of facts about various events and characters in order to extend the discussion.
- they are secure in forms of expressing opinion and look for opportunities to give an extended explanation to justify an opinion or viewpoint.
- they avoid scripting before hand.
- To try to nurture the ability to discuss together in a group and respond freely to the contributions of partners/the examiner.

WELSH SECOND LANGUAGE UNIT 2

General Certificate of Education

Summer 2022

Advanced Subsidiary/Advanced

General comments

It was very pleasing to welcome back Unit 2 following a two-year interval, and to read the various pieces written by candidates this year.

Overall, the standard of the course work was very good, with most candidates demonstrating a range of good writing skills. A variety of topics were discussed, with several very ambitious topics on original themes such as Feminism in Wales, David Lloyd George, Inequality, 'The Drowning of Cwm Tryweryn', 'The History of Owain Glyndŵr's Revolt', 'Welsh Dialects and Education' and 'The Revival of the Welsh Language'. Again, as in years gone by, many of the familiar topics had been chosen such as Sports, Wales, Music or Area. The work of the strongest candidates was original, mature and ambitious in terms of content and language. At the other end of the scale, a small percentage of candidates had used more or less the same contents in the two tasks and had adapted that content in different ways.

There were two different forms in the packs this year, and these were mainly a conversation / interview, diary, article and portrait. The best managed to provide very ambitious work by presenting very interesting content which insisted on maintaining attention from the start.

The piece under exam conditions was not presented this year because of the special requirements of the Unit. However, a few centres presented a piece under exam conditions and, as a result, this created an unnecessary assessment situation for those pupils. The Unit instructions in the specification must be followed closely every year.

Most of the candidates had presented 2 pieces which were sufficiently extended in terms of length. There was clear evidence of very careful preparation by candidates, and relevant reading around the subject area to enrich the different discussions. There was an organised structure to the pieces as a result and a clear attempt to create a co-ordinated and interesting piece.

Overall, the standard of the language was very good amongst the best, some were exceptionally good, and the less able also made an encouraging impression. It is pleasing to see candidates gaining a personal style and an extended terminology in a field of importance to them personally.

As in the past, pupils' ITC skills are to be praised 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. There was evidence on occasion that some candidates had used translation programmes, which led to technical, complicated or unnatural language. Pupils must be encouraged to write using their own words in order to develop their own personal style.

The marking was accurate in almost all centres. We encourage all heads of departments to read a standardisation report on the packs and the guidance offered here in terms of marking and including individual packs.

Comments on individual questions/sections

The strongest candidates showed maturity in both writing and ideas. There were several excellent diaries which demonstrated the appropriate personal style confidently. Within this cohort a wide variety of language tools was shown and a very good grasp (excellent in some texts) of grammar and syntax. Some presented the two sides of a specific argument in a skilful and confident manner. Some candidates made good use of rhetorical questions.

Candidates in the middle bands presented good work on the whole. Some pieces in this cohort were similar to GCSE work but included positive aspects. It was clear that they had planned their work carefully and were clearly writing about subjects which were close to their hearts. There were far more pieces this year which focused on the importance of preserving the Welsh language and its traditions.

However, those on the bottom of the lists were over-dependent on direct translations from the English; and it was clear that several of these had used translation websites. In some instances their presentations in the package were far more correct and natural than the pieces themselves.

Summary of main points

The following are required:

- A brief introduction to present the field, the theme and the forms in the package;
- Pieces which are of the required length, and candidates should note the number of words at the end of each piece;
- A bibliography to conclude, showing the background reading and any research undertaken.

Candidates should be encouraged to produce pieces which are of sufficient length, and the pieces in the package should be of a consistent length in order to reach the upper bands.

The pieces should be annotated purposefully to provide feedback to the pupils (Assessment for Learning) and also to provide useful feedback to the moderators.

The use of online translation tools should be avoided as they can lead to unnatural language and inconsistency in style.

The key role of the teacher who directs the preparation work for this unit when advising candidates on their choice of themes. Encouraging independent reading is essential in Unit 2 in order to raise, extend and enrich learners' language skills in an area which is of personal interest to them.

WELSH SECOND LANGUAGE UNIT 3

General Certificate of Education

Summer 2022

Advanced Subsidiary/Advanced

General comments

The candidates must be praised for their efforts given that these are their first external examinations. The paper's intention was to give candidates a fair opportunity to demonstrate their knowledge and understanding when writing in Welsh.

On the whole, it was felt that the paper was accessible to the candidates and the majority attempted to answer every question on the paper. It was felt that the standard of the work had been upheld despite the challenges and difficulties of the past two years.

Candidates are strongly advised to answer the questions in the order in which they appear on the paper.

Teachers must be commended for their hard work and diligence in preparing candidates during this period.

Comments on individual questions/sections

Section A The Use Of Language

Question 1 (i)

- This year, this was a translation question. The intention of the question was to give candidates the opportunity to practice their linguistic skills in a practical manner. It was required to translate three sentences from English.
- This was the second time that a translation task had appeared on the exam paper. Although it is noted in the specification, it was clear from the candidates' attempts that they were not familiar with this skill. Translating key words in the text was challenging for a large number, e.g. Dewch â/ Dere â, gorffennwch, erbyn, tocynnau
- It was surprising to see 'wyt ti eisiau' being suggested instead of 'hoffech chi/hoffet ti' and 'sinema' for 'theatr'
- Consistency should be ensured when using the second person (ti/chi) when translating a piece. This is one aspect of the skill of translating which centres should target when preparing candidates for this question.

The order of this question can change from year to year. Candidates must be given regular opportunities to practice translating and correcting language as well as holding regular discussions on analysing the rules of language in order to refine their grammatical knowledge.

Question 1 (ii)

- It was pleasing to see that a large number succeeded to answer this question and followed the requirements of the question.
- There was a significant gap between candidates who successfully converted verbs to the past tense and those who failed completely.
- It would be good to focus on the adverbs relating to time in this question. It must be ensured that candidates know words such as 'ddoe/neithiwr/...diwethaf' and so on.

(iii)

- The majority of candidates had addressed this task by discussing in a meaningful and lively way, and provided an interesting and relevant response. It was good to see that many had used the guidelines and suggestions in the instructions effectively, and several showed good knowledge of attractions in North Wales, particularly around the Glan Llyn area and its history, culture and geography.
- The wording and requirements of this question were completely ignored by some of the candidates who followed their own unique path eloquently. It must be ensured that candidates respond directly to the requirements of the question.
- The focus of this question is language and a large number of candidates lost marks by failing to pay sufficient attention to language accuracy. The linguistic aim of this task should be emphasised when preparing candidates by encouraging them to reserve some time in the task for planning and reading their work carefully in order to correct mistakes.
- The most obvious errors in the responses of the candidates were difficulties in using the article, verb forms, the noun clause, prepositions, and spelling. It is also important that candidates are aware of (and use) standard written forms, e.g. wythnos (instead of wsnos), dylai (instead of dylse).
- Providing candidates with an opportunity to correct their work as part of their preparation for this question would certainly be beneficial when trying to address the most consistent errors.

Consistent errors observed:

- Mae nhw'n / Maen nhw'n
- ei / eu
- mewn / yn
- yn eisiau – eisiau
- Ysgrifennu i – Ysgrifennu at (rydw i'n ysgrifennu atoch)
- Deg pobl – deg o bobl
- Deg plant – deg plentyn
- Mutating after conjugating prepositions
- Errors in the use of the article

Section B Poetry

Question 2 (i)

- On the whole the candidates understood the requirements of the task and the majority showed a basic understanding of the message and meaning of the poem. Unfortunately, however, it became evident that there was a serious lack of knowledge about the exact content of the poem 'Newyddion'. Several candidates were completely in the dark and repeated the assumed content over and over. As a result, discussions were vague, unclear and without purpose.
- It's important to quote correctly from the poem, and avoid spelling mistakes, especially when quoting from the piece on the paper.
- Incorrect and careless syntax was an obstacle to what was being said. Candidates should be encouraged to plan their time carefully for this question to ensure that they have time to re-read and correct the language.
- It was clear that some centres had coached candidates to use patterns at the start of sentences in order to structure their answers and ensure that they answered the question directly, e.g. Ystyr y dyfyniad yw..., Mae'n berthnasol i weddill y gerdd achos.../. This helps candidates while they create a meaningful answer.

(ii)

- Candidates responded to this question quite well this year.
- Candidates need to discuss the techniques noted in the question. Marks are not given for other techniques discussed.
- The rhyming and alliteration were explained confidently but, on the whole, the examples and the analysis of the images was very vague. A determined effort should be made in classes to explain the literary terms to the candidates.
- When responding to this question candidates are expected to explain the technique in question and give a clear example of it in the poem, then discuss the effectiveness of the technique in its context.
- Some candidates continue to confuse the words 'cerdd' and 'bardd'.

(iii)

- Candidates provided appropriate and good responses overall, but some had misunderstood the question. It was pleasing to see candidates expressing mature ideas and opinions in a meaningful way, and there were discussions of current news affairs such as the war in Ukraine.
- Several candidates used the guidelines and suggestions in the instructions when writing personal pieces and there was evidence of appropriate planning and organisation. The best candidates succeeded in producing interesting and mature essays of a very good standard, and showed high levels of language and literacy skills. Teachers who have provided opportunities for their learners to develop viewpoints and to prepare and practice writing personal pieces in order to succeed in this question must be praised.

It must be ensured that candidates know the difference between the following words:

- Trist/tristwch
- Dioddef/ dioddefaint
- Marw/marwolaeth
- Dinistrio/dinistr
- Pwysig/pwysigrwydd
- Synnwyr/synhwyr

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

Mixing up words: pennill (verse) and cwpled (couplet) (the poem 'Newyddion' contains a rhyming couplet 'cwpledi odledig'), bardd/cerdd, yn/mewn

Writing the verb wrongly: Mae nhw'n / Maen nhw'n, Mae y / Mae'r

Using the verb wrongly: bod mae / bod roedd / bod dylai / bod mynd

Mutating wrongly: yng Nglan-llyn

Mispelt words: anfoddus/anffodus, llinellau hyd/llynellau byr, dynnu/dyfyniad, dyfynnu.

Summary of main points

- How to use the article, verb forms, noun clause and prepositions correctly.

WELSH SECOND LANGUAGE UNIT 4

General Certificate of Education

Summer 2022

Advanced Subsidiary/Advanced

General comments

There was a completely different regime this year and the vast majority of the examination process took place online. The willingness of centres, teachers and candidates to familiarise themselves with this new regime is acknowledged.

Preparations on the technical and online aspect were thorough and appropriate spaces had been chosen for the examinations. It's pleasing to report that the technology worked immediately in the majority of the online sessions.

The paper work was organised in almost all centres and in the case of centres who held the exam online, the majority of the marking sheets had already been uploaded.

In those centres where face to face exams continued, the rooms which were provided were suitable on the whole for the examination and recording process.

It is also pleasing to report that the welcome was just as warm, despite the considerable distance on some occasions.

It is a pleasure to note that examiners referred to the courtesy and enthusiasm of candidates who were almost without exception willing to please.

Although the past two years have been extremely challenging, evidence of good and refined educating was to be seen in the majority of the centres and on the whole the teachers had understood the requirements of the specification.

Group discussions / discussions in pairs continue to improve but there is still room to further develop this skill. Remember, candidates must be taught to contribute more than 'Dw i'n cytuno ... / anghytuno ... (even on the lower scales). 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. We hope that it will be possible to focus more on this aspect as the learning returns to 'normal' next year.

It is good to note that spontaneous conversation is more evident by now amongst a good percentage of candidates and that scripting is far less evident. As a result performances are generally more natural and of a far higher standard. Rather than presenting information/opinions which they do not fully understand, the candidates present information and personal opinions which they **do** understand.

With some exceptions, the marks from the various centres were accurate.

Although candidates were not expected to have had the experience of visiting a theatre or listening to a guest speaker this year, it was encouraging that some centres had managed to do this particularly during the months leading up to the exam.

It was seen that a good number can use social media in a constructive way to develop their vocal skills. References were made to tweets in Welsh, following Welsh speakers on *Instagram* and using Facebook and *Snapchat* together as a group.

There were lively discussions of a high standard on the play in particular, with candidates taking part in full and mature discussions and demonstrating very good knowledge of the themes / characters etc. The best candidates were able to quote with purpose and demonstrate a very good understanding of the text.

The synoptic element has improved over the years and there was improvement again this year among those candidates who had been well prepared. The challenge in this aspect of the exam, for teachers and candidates, is realising that **they must make a connection with the play every time** and as a result there was evidence that some candidates were still turning the conversation into a list without providing much detail on the connections between the different texts.

Comments on individual questions/sections

Section A: Living through the medium of Welsh

- This was a strong section overall and a large number of the candidates were able to discuss their experience of the Welsh language in their area in a very thorough and meaningful way. A good range of appropriate examples were given of using, hearing and listening to the Welsh language.
- Those candidates who had been able to visit the theatre or had welcomed Welsh speakers; be they virtually or face to face; had benefited greatly from the experience and were able to discuss to a very high standard.
- A large number of candidates showed their ability to discuss local newspapers ('papurau bro'), specific Welsh-language programmes, the work of the Mentrau Iaith, Welsh schools in the area, etc.
- Several showed that they enjoyed using Welsh on social media. They mentioned following famous Welsh people who tweet in Welsh, and also followed them on *Instagram* as well as forming their own groups.
- A number referred to using Welsh in the workplace and they clearly enjoyed the fact that they could do so. It is encouraging to hear the effort made by many to speak Welsh outside their centres.
- Among the (few) candidates who said that there is not much opportunity to hear Welsh being used in the area, they should be coached to say **what they would like** to see in the area to provide learners with an opportunity to use/improve their language.

Section B: Discussing a play: Crash

- It was encouraging to see that almost all the candidates had enjoyed studying the play *Crash* and the discussions were lively and of a high standard overall. A large number were able to discuss the play in full, showing maturity and very good knowledge of the characters and the themes. The best candidates were able to quote appropriately, demonstrating a sound understanding of the concepts and analysing them in a detailed, thorough and original way.
- The best succeeded in discussing symbolism, irony, conflict and contrast in a very skilful way. They could also express personal and assertive opinions by demonstrating the ability to identify with the characters and the themes.

- However, it was felt that many had difficulty in telling the 'story' of the play and several candidates' knowledge was somewhat superficial when trying to discuss specific scenes.
- Some individuals in a few groups had scripted their responses and got into difficulties when they forgot the 'script' although, as already noted, these examples are less evident now.
- In more than one centre this year, there were meaningful discussions on mental health problems as a theme which arises from the play.
- Remember that the comment already made in regards to paired/group interaction rather than performing individually is true here again.

Section C: Synoptic Assessment

- It was encouraging to see an improvement in this section of the exam which has been very confused in the past. The majority of the candidates were able to talk intelligently about the specific theme/themes in *Crash*, and make appropriate and meaningful connections with the Welsh short stories, poems and films.
- There were interesting and spontaneous discussions when comparing the selfishness of the character Els with the character Non (Pwy Fyth a Fyddai'n Fetel) and also Gwen (Patagonia).
- The best candidates greatly enjoy discussing these links and interpreted them assuredly. Among the weaker candidates, the connections were somewhat lacking and this cohort could only provide one or two examples.
- Not everyone remembered that they needed to cross-reference the play regularly, but when questioned most of the candidates were able to compare and contrast the play with other texts in an effective way.
- The themes which were discussed most often were relationships, love, family and responsibility.
- 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.

Language/Grammar

- As in the past, the most common linguistic error was misusing the nominal clause – mae / bod.
- The relative clause is problematic for several candidates also.
- There were some examples of the overuse of English words. It is hoped that this was the effect of the turbulent lockdown period and that there will be an improvement in the future.

Summary of main points

- Develop the skill of interacting with purpose within the groups by focusing on the correct forms of questions and answers.
- Developing the ability to refer to specific scenes in the play *Crash*.
- The importance of using relevant quotes.
- The importance of being able to cross-reference in the synoptic question.

WELSH SECOND LANGUAGE UNIT 5

General Certificate of Education

Summer 2022

Advanced Subsidiary/Advanced

General comments

It was pleasing to see that almost all candidates could respond to the themes that arose in this paper.

The strongest candidates produced confident, mature and refined work. There was evidence of thorough preparation work by several centres and teachers must be thanked for this clear and strong leadership, particularly when considering the recent challenging period.

As the marking scheme clearly shows, the criteria for this paper focuses mainly on the **standard of the language** used in answers. It is suggested that centres pay special attention therefore to the comments made below regarding the language.

Comments on individual questions/sections

Question 1 (i)

The best candidates had a strong grasp of grammar and syntax and expressed themselves very maturely. A lack of language tools and a tendency to be over-ambitious were the main obstacles to writing intelligently. Others had written more simply - but correctly - and had succeeded in providing very acceptable responses.

Some of the examples of the most regular errors are shown below. The same errors were noted in previous reports. Inevitably, language errors of this nature affect the standard of the candidates' answers, particularly when it is considered that language is the main consideration when determining Unit 5 marks.

- The nominative clause e.g. 'bod mae'/'bod dylai';
- The negative e.g. 'mae e ddim' instead of 'dydy e ddim';
- Basic mutation errors e.g. not mutating after the prepositions 'i' and 'o';
- Choosing the wrong preposition (e.g. 'siarad i' instead of 'siarad â'; 'dweud i' instead of 'dweud wrth');
- Conjugating prepositions, e.g. 'i hi' instead of 'iddi hi';
- Verbs, e.g. "rydyn nhw" instead of 'maen nhw'; 'roedd ni' instead of 'roedden ni';
- Vocabulary e.g. mixing up nouns and verbs such as 'addewid'/'addo' and 'defnydd'/'defnyddio' ('Dw i'n defnydd Cymraeg'); mixing up 'gan'/'erbyn' ('gan 2050').

With regards to the content, a number had succeeded to refer to the three bullet points suggested in the question and the best candidates had provided very relevant information. The majority managed to refer to Welsh-language education in their areas, and a number of candidates demonstrated good knowledge of aspects such as nursery education, primary and secondary education and/or Welsh classes for Adults.

When referring to jobs, specific examples of employers were discussed such as the police and hospitals. Several candidates could also refer to local businesses such as cafés or shops, where they can converse in Welsh. Others talked about personal experiences where a member of the family was having Welsh lessons in the workplace to improve their skills in their jobs.

When dealing with the last bullet point, a number discussed online opportunities (such as Duolingo, S4C/Clic and social media). The best candidates also discussed festivals such as the National Eisteddfod and Tafwyl, the Urdd, the local Menter Iaith, theatre and music. Some gave specific examples of opportunities which they would like to see in their areas in order to speak more Welsh. Some referred to guest speakers, although this was less common this year due to the circumstances in recent years.

A small number had decided to present everything which they had learnt and the vast majority of their answers were therefore irrelevant.

It was good to see that candidates could discuss the Welsh Government's target to reach a million Welsh speakers by 2050 and were hopeful that this would be achieved.

Question 1 (ii)

The best candidates were able to express themselves intelligently and maturely by demonstrating a very wide variety of language tools, using a wide range of appropriate vocabulary and making an impression when expressing an opinion.

However, overall, the language of the answers was rather more incorrect than the answers for question 1(i). Although the majority of candidates knew the facts, several found it difficult to convey this information because of a lack of language tools. The main difficulty for these candidates was that they were unable to change the tense of the verb when discussing protests, and they wrote in the present tense when discussing events in the past. This was noted in a previous report and it clearly continues to cause problems.

The language errors which have already been noted under question 1(i) are also relevant to question 1(ii).

With regards to content, a number of candidates had once more succeeded to respond to the three bullet points which were suggested in the question. Although it was not expected this year that candidates had studied events before the 1980s, the majority knew about the Beasleys and Saunders Lewis. The majority of candidates discussed the history of Gwynfor Evans's protest to establish S4C. Some candidates also discussed specific campaigns by Cymdeithas yr Iaith, including current campaigns. A number could refer to examples of individuals such as Tudur Owen and Tony Schiavone. A small number had mixed up their histories, in particular the histories of Saunders Lewis and Gwynfor Evans; this was noted in a previous report.

The majority of the candidates knew about the language acts and the role of the Welsh Language Commissioner. Some candidates showed an extremely mature understanding and they could discuss the significance of various acts in an informed and skilful way.

As in 1(i) a small number wrote about irrelevant matters and thus failed to answer the question.

Question 2: Translanguaging

It was a pleasure to see that the majority had understood the article and were able to respond. Almost all candidates had written an article, and some had made very good use of headings and sub-headings. A very small number had not read the question properly and had written a letter.

The majority were able to present arguments about recycling and discussed this from their personal experience. The majority of candidates made good use of the vocabulary on the exam paper. They had also learnt idioms and suitable patterns to use throughout the article. The best candidates were able to express opinions in a mature and meaningful way. Their articles held attention from the start and flowed, and it was clear that they had planned their work in detail and with care. They used a very wide variety of language tools and paid attention to style by varying the length of sentences and using rhetorical questions.

It was pleasing to see that this year candidates on the whole avoided long answers as in the past.

It was encouraging to see that there was less evidence of slavish translation this year as candidates discussed the contents of the article. On the other hand, some quoted directly from the exam paper, and used the English sentences in their articles. This seems to be happening regularly in some centres. It should be noted that the question states that candidates should not quote from the text. It was also disappointing to see that some answers were peppered with English vocabulary.

The same language errors were seen again this year. Some of the main errors are:

- The nominative clause e.g. 'bod' ar goll / 'bod mae';
- Mewn/yn;
- Basic mutation errors e.g. not mutating after the prepositions 'i' and 'o';
- Verbs e.g. some wrote sentences without any verbs.
- Vocabulary e.g. mixing up nouns and verbs such as 'effaith'/'effeithio'.

Summary of main points

Candidates should:

- Ensure that they are using the correct tense e.g. are using the past tense when discussing the history of protests;
- In question 2, they should avoid quoting English sentences from the article rather than making an attempt to translanguaging.
- Pay attention to the language points noted above and remember that language is the main focus of Unit 5.

WELSH SECOND LANGUAGE UNIT 6

General Certificate of Education

Summer 2022

Advanced Subsidiary/Advanced

General comments

Following an absence of two years, it was good to welcome back the Unit 6 exam. Overall, the examiners enjoyed marking the work and reading the work of the best candidates was 'pure pleasure'. In those instances there was evidence of thorough education, learning and preparation and we are thankful to the teachers for the hard work and commitment under extremely difficult circumstances at times. According to the examiners, this was a very fair paper and the questions assisted the candidates.

It's important to ensure that candidates of the correct calibre are chosen to sit the Unit 6 exam which is undoubtedly challenging. As has been said many times in reports, it's vital that candidates are given sufficient opportunities to speak and hear the language as a medium in lessons and as part of the school / college's daily language.

Comments on individual questions/sections

Question 1 (i)

Writing an e-mail in response to a poster.

On the whole, this was a question which gave everyone an opportunity to gain confidence at the beginning of the exam.

The instruction given for this question is clear:

When writing the e-mail you should:

introduce yourself

say where you saw the advert and when

and so on.

In essence, this is the marking scheme but it also provides a structure to the contents. There was a great deal of support in the body of the advert itself this year, but of course, the language needed to be adapted to give a personal response. It was surprising to see how many candidates had not used these guidelines.

It must be remembered that Section A is a Using Language Section, therefore when marking it is the language which is foremost even though the descriptors in the columns on the right-hand side of the Marking Scheme are an essential part of the answer.

e.g. 'respond appropriately to every aspect of the question, showing originality and organising the work in a way which demonstrates an awareness of the aim and the audience and thus creates an effect.'

Some truly worthwhile e-mails were provided which highlighted extremely confident, original and accurate writing. It was a pleasure to read them. The weaker responses, however, were over-dependent on the contents of the advert and had used sentences without adapting them as required.

The lack of paragraphing in this question and in Section B was disappointing for us as examiners.

So, what accounted for the low mark given for this question?

There were numerous examples of basic language errors and spelling errors and once again this year some were already on the paper so this was unforgivable.

Errors that were commonly seen:

- lack of variety of suitable and effective sentences
- mutating where not required (e.g. dw i'n fynd).
- no nasal mutation after 'yn'
- forgetting the soft mutation after the conditional
- nominative clause
- mixing up the conditional and the future (e.g. 'byddwn i' instead of 'bydda i')
- incorrect use of the preposition after 'edrych ymlaen' ('i' instead of 'at')
- incorrect use of the preposition after 'ysgrifennu' ('i' instead of 'at')
- 'ti' and 'chi' - sometimes using both in the same sentence.

Also, the following mistakes which appear ad nauseam in the reports of senior examiners.

e.g.

bod mae

mae ... ddim

yn eisiau

the genitive

the impersonal

the irregular verbs of the short form past tense (ces i; aeth o; daethon ni etc.)

Question 1 (ii)

Choosing the correct form of the word in brackets.

As noted in previous reports, we repeat once again this year that this is a task where it's easy to gain 10 marks if the candidates understand their grammar and make consistent use of the language both orally and in writing.

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

Some candidates had copied the paragraph. This is a waste of time especially if time is short.

It was clear that this requirement suited the candidates and the majority gained good marks. Despite this, full marks were rare because number 2, (Ŵyl, Wŷl, Wyl), proved problematic to the vast majority. Some of the others which caused difficulty were number 4 (Byddai i'n, Bydda i'n); number 6 (ohonon, ohonyn); number 9 (wneud, gwneud) and number 10 (i, ar).

Question 2 (i)

Writing a fictional letter to a friend describing Reid's funeral and giving their response to the events and the cruelty towards black people.

As in Section A, question 1(i), it was expected that candidates would make good use of the bullet points in the question although the instruction given this time was 'yn eich llythyr gallech chi' ('in your letter you could'). Overall, several very commendable responses were provided and the use of the bullet points led the best candidates to write confidently and methodically.

In order to gain marks in the higher bands it is vitally important to understand the characteristics of different forms of writing. To ensure this the candidates must have sufficient opportunities to read examples of the forms, discuss and identify the linguistic needs within the genre before creating their own examples. It is evident that those who expressed themselves well and who gave careful attention to register had received this guidance.

Some answers were far too long and were therefore weak grammatically and were repetitive.

'About 100 words' is mentioned in the exam paper and therefore, once more, candidates need to be coached to be concise.

It is also important to note that the extract from the short story which appears on the exam paper, rather than the whole story, should be used as a basis for the responses in this question and also in 2ii (the techniques) and 2iii (the synoptic). Any reference to the fact that the sons of the Narrator were arrested or any reference to Mr Tremeer did not satisfy the requirement. Unfortunately, too many candidates had not read the question properly. Some had written a review of the story, recommending that their friend should read the story, and unfortunately the marks had to reflect this.

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)
- give an example / examples of the techniques
- explain the effect of the techniques

Also, in order to gain marks in the higher bands every technique in the wording of the question must be discussed.

Again this year, some candidates had not paid attention to 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.

The majority succeeded in identifying an example/examples of the techniques but it is vitally 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. There were very few references to emotion, perhaps because they had not seen that sadness, feeling the stress of the situation, fear, hatred and so on, are emotions. The ability to 'say how they (the techniques) add to the emotion in the paragraphs' is an aspect which needs to be addressed in order to gain marks in the upper bands.

e.g.

The Technique	Effect on the success of the extract
<p>repetition ('ailadrodd')</p> <ol style="list-style-type: none"> 1. Aethon ni ... + yn un teulu mawr, yn deulu cyfan 2. Mae'n anodd ... 3. arfog 4. fy ffrind 5. angladd/fynwent 6. heb reswm, heb rybudd 	<p>Stressing the closeness and the unity which exists within the family and also the support which they give to Martha as she grieves the loss of her son ('colli mab')</p> <p>Drawing attention to the fact that the Narrator cannot believe how things have deteriorated over the fifteen years since the birth of Reid and Duma and how difficult it is to come to terms with the situation of the black people now.</p> <p>An adjective which causes tension and predicts the trouble which will take place in the funeral</p> <p>Stressing the close relationship between The Narrator and Martha and also adding to the sadness which the Narrator feels because of her friend's grief</p> <p>The author repeats the words 'angladd' and 'mynwent' in order to remind the reader that this is a sad event which is worthy of respect, and this contrasts with the cruelty and lack of respect of the trouble which starts 'without reason' ('heb reswm') and 'without warning' ('heb rybudd').</p> <p>Heb - A negative word which emphasises how quickly the trouble started and also the shock which people felt as the trouble disturbed the sad atmosphere of the funeral.#</p>
<p>listing ('rhestru')</p> <ol style="list-style-type: none"> 1. rhai i wyllo, rhai i wylo a rhai i gladdu eu dicter 2. yn syllu, yn chwerthin, yn gwawdio 3. trwy areithiau a thrwy emyn y bobl ddu 4. y saethu, y gweiddi, y sgrechian y cyfarth 	<p>Stressing that there are various and very different reasons for attending the Funeral in the Country ('Angladd yn y Wlad')</p> <p>Hateful and cruel words which draw attention to the attitude of the soldiers and policemen towards the black people; and Martha in particular following her bereavement.</p> <p>Underlining the fact that the Narrator is willing to stand 'arm in arm' ('braich ym mraich') with her friend Martha through good and bad times</p> <p>Hateful and dark words which strengthen the fear and hysteria which were part of such an unexpected event during an event of this kind.</p>

length of sentences ('hyd y brawddegau')

In these paragraphs Ioan Kidd describes the funeral of a 15 year old boy and the aim is to create a particular atmosphere to correspond with this sad event. The long sentences are suitable as they slow down the narrative, adding the necessary sadness to the paragraphs. The grief and emotion felt by the Narrator are conveyed in the rhythm of the long sentences as she 'stands arm in arm throughout the funeral, throughout the speeches and the hymn of the black people' ('sefyll fraich ym mraich trwy gydol y gladdedigaeth, trwy'r areithiau a thrwy emyn y bobl ddu'). The long sentences also enable the author to include the technique of repetition to emphasise the sadness of the grief and to add to the tension in the crowd at the same time.

The paragraphs mainly contain long sentences so any short sentences stand out and draw attention to the emotion and the important elements which the author wants to emphasise to us.

e.g. 'Mab Martha fy ffrind.'

In this short phrase we see that the closeness of family and friends is important and this brings the reader back to the main purpose of the paragraphing, namely the emotion and sadness of the day to Martha, her family and friends. The same effective point is made in the sentence 'Dwy fenyw ddu ac un wedi colli ei mab.'

In the last paragraph Ioan Kidd wants to convey the dreadful situation which begins when the soldiers rush towards the crowd and the author compares this with the solemnity of the funeral. Once again, short sentences are suitable here so that the reader can identify with the mourners.

e.g.

Ac yna fe ddechreuodd, heb reswm, heb rybudd. Daeth y saethu, y gweiddi, y sgrechian y cyfarth. Here the short sentences draw attention to the important words which represent the shock, the hatred and the cruelty and the reaction of the black people – 'rheswm', 'rybudd', 'saethu', 'gweiddi', 'sgrechian'.

Ioan Kidd's combination of long and short sentences work successfully together to contrast the two most important elements of the story, namely the sadness and solemnity of the funeral and the shock and cruelty of the unexpected attack by the soldiers and the police on the black people who are mourning.

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 paragraphs in the exam paper only**.)

It is the idea of cross-referencing which usually causes problems and not only to the weaker candidates, but it is encouraging that many had linked the piece in question with other texts that dealt with the same experience and they had the language tools to do so in most cases, most of the time.

Many candidates had paid attention to the key words i.e., **'cysylltu gyda'r paragraffau isod'** ('linking them to the paragraphs below') and they had the language tools to do so. In addition to this, it is evident that they had been coached to stick to the theme **in the question**. Once again this year, it was pleasing to see that candidates in some centres had been guided to read or watch texts which prove wider study. References were made to *Pen Talar*, *Gwaith Cartref*, *Hedd Wyn*, *Solomon a Gaenor*, *Siwan* etc.

It's important that candidates learn 'stock' sentences for oral and written synoptic responses and that they use them consistently in context and therefore useful examples are included in the report again this year.

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.e. *Angladd yn y Wlad*) ...

- mae'r awdur yn sôn am ...
- mae (e.e. Ioan Kidd) yn cyfeirio at ...
- rydw i'n teimlo bod yr awdur yn cynnwys nifer o ...
- rydw i o'r farn bod (e.e. 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...

How to answer the synoptic question (Importance of the family) for this year's paper.
Some examples.

1 *Angladd yn y Wlad*

Trwy gydol y darn mae'r adroddwraig yn cyfeirio at 'y teulu', 'fy ffrind', 'fy mhobl'. Mae cyfeiriad cyson hefyd at 'plant', 'chwaer', 'meibion'. Yn amlwg mae'r teulu (a'r teulu estynedig) yn bwysig iddi – 'y teulu cyfan'. Mae hi'n cyfeirio at yr agosrwydd rhyngddi hi a Martha gan sôn am y ffordd roeddynt yn cael cryfder wrth iddynt gyffwrdd â'i gilydd. 'Gafaelodd yn fy mraich', 'Safon mraich ym mraich' sydd unwaith eto'n pwysleisio'r agosrwydd sydd 'fel dwy chwaer'.

2 *Trŵ lyf*

Mae'r teulu yr un mor bwysig i nain Heledd yn y stori *Trŵ Lyf* ag ydy o i Martha a'r Adroddwraig. Mae'n amlwg bod Heledd yn ymwybodol o hyn ac mae hi'n parchu ei nain ac yn mwynhau ei chwmni. 'Cês dach chi, Nain'. Mae Nain yn cynnig cymorth i Heledd pan mae hi'n poeni am ei gwaith cartref yn yr un modd ag y mae'r Adroddwraig yn cynnig cysur i Martha yng nghanol ei phroblemau. Cawn ein hatgoffa o'r pwyslais sydd ar y teulu yn *Angladd yn y Wlad* ymhob agwedd o'r stori fer *Trŵ Lyf* gan gynnwys diwedd y stori wrth i taid a nain Heledd arddangos y cariad sy'n parhau rhyngddynt nhw ar ôl cymaint o flynyddoedd – yn union fel y blynyddoedd o gyfeillgarwch a fu rhwng Martha a'r Adroddwraig.

- 3 **Crash**
Dim ond o bersbectif Els, Wes a Rhys rydym yn gweld cyflwr y teulu yn *Crash*. Yn ôl Rhys, fel yn y paragraffau gan Ioan Kidd, mae'r teulu'n bwysig. Mae'n edmygu ei dad ac mae o'n dipyn o 'fachgen mam'. Mae teulu Els yn ceisio ei chefnogi ac yn awyddus iddi lwyddo mewn bywyd. Fodd bynnag, dydy'r undod deuluol ddim i'w weld yn bwysig i Els ac mae hi'n gwrthryfela. Mae hyn mewn gwrthgyferbyniad llwyr â safiad y cymeriadau yn *Angladd yn y Wlad* pan welwn pa mor bwysig ydy'r syniad o'r 'teulu cyfan'.
- 4 **Patagonia**
Yn debyg i'r Adroddwraig mae teulu Cerys yn bwysig iddi. Mae hi'n hen a bron yn ddall ond eto mae dod o hyd i hanes ei theulu a dysgu am ei gwreiddiau'n bwysig iddi ac mae hi'n fodlon teithio o Batagonia i wneud hynny. Mae'r berthynas sydd yn datblygu rhwng Cerys ac Alejandro hefyd yn pwysleisio pwysigrwydd y teulu. Mae Cerys bron fel nain i Alejandro ac mae o'n ei helpu a'i chysuro pan mae angen hynny a hyn eto'n ein hatgoffa o'r ffordd mae'r Adroddwraig yn gofalu am Martha. Ar y llaw arall yn y ffilm mae Gwen yn hunanol fel Els ac yn gwbl wahanol i Martha a'r Adroddwraig. Mae hi'n difetha unrhyw obaith o fwynhau bywyd teuluol hapus pan mae hi'n anonest ac yn anffyddlon i Rhys. Mae'r Adroddwraig ar y llaw arall yn ffyddlon i Martha ac yn fodlon rhoi ei hun a'i theulu mewn perygl pan maen nhw'n mynd yn 'un teulu gyfan' i angladd Reid sy'n weithred hollol anhunanol ar ei rhan hi.
- 5 **Beth os?**
Cawn yr argraff nad yw'r teulu'n arbennig o bwysig i rieni Ceri yn y stori fer *Beth os?*. Mae ei pherthynas efo Gareth wedi chwalu ar ôl 5 mlynedd ond er i'w rhieni ei helpu i lanhau'r fflat dydyn nhw ddim yn dangos yr un gefnogaeth ag y mae Martha'n ei ddangos i'r Adroddwraig oherwydd maen nhw'n bwriadu treulio'r Nadolig a'r flwyddyn Newydd yn Efrog Newydd gan adael Ceri ar ei phen ei hun dros gyfnod pan mae cefnogaeth a chwmni teulu mor bwysig.

Summary of main points

The following points are required:

- Coach the synoptic element thoroughly. There is a synoptic resource available on the WJEC website which provides a teacher-guided exercise and also opportunities for candidates to work independently.
- Give learners opportunities to use and hear Welsh as often as possible.



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