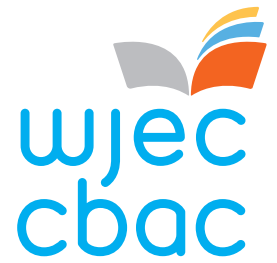


GCE AS/A LEVEL



# WJEC GCE AS/A LEVEL in WELSH (SECOND LANGUAGE)

ACCREDITED BY WELSH GOVERNMENT

## SPECIFICATION

Teaching from 2015

For award from 2016 (AS)  
For award from 2017 (A level)

Version 2 March 2019

This Welsh Government regulated qualification is not available to centres in England.



# SUMMARY OF AMENDMENTS

Version	Description	Page number
2	'Making entries' section has been amended to clarify resit rules and the carry forward of NEA marks.	22



# AS and A LEVEL GCE in WELSH SECOND LANGUAGE

For teaching from 2016

First AS Award: Summer 2017

First A Level Award: Summer 2018

This specification meets the GCE AS and A Level Qualification Principles which set out the requirements for all new or revised GCE specifications developed to be taught in Wales from September 2016.

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# GCE AS AND A LEVEL WELSH SECOND LANGUAGE

## SUMMARY OF ASSESSMENT

This specification is divided into a total of 6 units – 3 AS units and 3 A2 units. The weighting noted below are expressed in terms of the full A level examination.

### AS (3 units)

AS Unit 1 Oral Examination: Section A approx. 20 mins. per group Section B approx. 5 mins. per candidate Film and Oracy 15% of qualification	60 marks
<b>Section A:</b> Discussing a film <b>Section B:</b> Personal response	
AS Unit 2 Non-examination Assessment 10% of qualification	60 marks
Candidates to write 3 extended pieces. Total of between 1,500 and 2,000 words	
AS Unit 3 Written Paper: 2 hours The Use of Language, and Poetry 15% of qualification	120 marks
<b>Section A:</b> A composite question which includes different types of linguistic exercises. <b>Section B:</b> 3 questions based on the prescribed texts.	

### Advanced Level (the above and three additional units)

A2 Unit 4 Oral Examination: Section A and B approx. 30 mins. per group Section C approx. 5 mins. per candidate Drama and Oracy 25% of qualification	75 marks
<b>Section A:</b> Living through the medium of Welsh <b>Section B:</b> Discussing a play <b>Section C:</b> Personal response Synoptic Assessment	
A2 Unit 5 Written Paper: 2 hours The Welsh language in Society and Translanguaging 15% of qualification	80 marks
<b>Section A:</b> The Welsh language in society Questions based on the prescribed text <b>Section B:</b> Translanguaging – a written response in Welsh to an English-language article Synoptic Assessment	
A2 Unit 6 Written Paper: 2 hours The Use of Language and the Short Story 20% of qualification	100 marks
<b>Section A:</b> A composite question which includes different types of linguistic exercises <b>Section B:</b> 2 questions based on one of the prescribed texts and 1 synoptic question which bring together the information, understanding and skills developed in the subject. Synoptic Assessment	

This is a unitised specification which allows for an element of staged assessment. Assessment opportunities will be available in the summer assessment period each year, until the end of the life of the specification.

Unit 1, Unit 2 and Unit 3 will be available in summer 2017 (and each year thereafter) and the AS qualification will be awarded for the first time in summer 2017.

Unit 4, Unit 5 and Unit 6 will be available in summer 2018 (and each year thereafter) and the A level qualification will be awarded for the first time in summer 2018.

**Qualification Number**  
listed on [The Register](#):

GCE AS: 601/8127/8

GCE A level: 601/8113/8

**Qualifications Wales Approval Number**  
listed on [QiW](#):

GCE AS: C00/0779/6

GCE A level: C00/0779/5

# GCE AS AND A LEVEL WELSH SECOND LANGUAGE

## 1 INTRODUCTION

### 1.1 Aims and objectives

The AS and A Level in Welsh Second Language encourages learners to:

- study Welsh with interest, enjoyment and enthusiasm
- communicate correctly and fluently both orally and in writing within a wide range of situations and contexts
- write creatively and factually for a range of purposes
- analyse familiar and unfamiliar texts independently
- listen and respond to the opinions of others when expressing a point of view
- express an independent opinion, based on knowledge and understanding of literary and factual texts
- respond in Welsh with clarity, in a relevant, confident and structured manner
- play an appropriate role in a bilingual society at the beginning of the twenty-first century.

In addition, the AS and A level Specification for Welsh Second Language should encourage candidates to:

- make a connection between various aspects of the subject and provide a suitable foundation which will enable candidates to pursue further studies of the language in future.

### 1.2 Prior learning and progression

There is no specific requirement for prior learning, although many candidates will have gained knowledge and understanding of Welsh and will have developed the appropriate skills through the study of Welsh Second Language and Welsh Second Language Applied for GCSE.

This specification may be followed by any candidate, irrespective of their gender or ethnic, religious or cultural background.

This specification is suitable for candidates under the age of 15 but it provides an opportunity for candidates to extend life-long learning.

The six-part structure of this specification (3 units for AS and 3 additional units for the full A Level) allows candidates to defer decisions about progression from AS Level to the full A Level qualification.

This specification provides a suitable foundation for the study of Welsh Second Language or a related field, by means of a range of HE courses (e.g. university degree) or direct entry into employment. In addition, the specification provides a coherent, satisfying and worthwhile course of study for candidates who do not progress to further study in this subject.

## 1.3 Overlap with other qualifications

There is no significant overlap between this specification and any other. Candidates for this examination may not sit the First Language Welsh AS nor A Level examinations. Candidates who have taken Welsh / Welsh Literature (First Language) for GCSE may not sit this examination.

## 1.4 Equality and fair assessment

This specification may be followed by any learner, irrespective of gender, ethnic, religious or cultural background. It has been designed to avoid, where possible, features that could, without justification, make it more difficult for a learner to achieve because they have a particular protected characteristic.

The protected characteristics under the Equality Act 2010 are age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

The specification has been discussed with groups who represent the interests of a diverse range of learners, and the specification will be kept under review.

Reasonable adjustments are made for certain learners in order to enable them to access the assessments (e.g. application for extra time in a GCE subject where extended writing is required). Information on reasonable adjustments is found in the following document from the Joint Council for Qualifications (JCQ): *Access Arrangements and Reasonable Adjustments General and Vocational Qualifications*. This document is available on the JCQ website ([www.jcq.org.uk](http://www.jcq.org.uk)).

As a consequence of provision for reasonable adjustments, very few learners will be completely excluded from any part of the assessment.

This document should be read in conjunction with the JCQ documents on access arrangements and special considerations and on holding examinations along with any documents relevant to non-examination assessments.

## 1.5 Welsh Baccalaureate

In following this specification, learners should be given opportunities, where appropriate, to develop the skills that are being assessed through the Core of the Welsh Baccalaureate:

- Literacy
- Numeracy
- Digital Literacy
- Critical Thinking and Problem Solving
- Planning and Organisation
- Creativity and Innovation
- Personal Effectiveness.

## 2 SUBJECT CONTENT

Specifications for AS and A Level Welsh Second Language build on the knowledge, understanding and skills identified for higher tier GCSE qualifications in Welsh Second Language. However, candidates may have gained the knowledge, understanding and skills without achieving the qualifications.

### Knowledge and Understanding

In the AS and A Level specification, candidates are required to show knowledge and understanding of:

- the structures, grammar and patterns of both spoken and written Welsh within a meaningful context
- the register and appropriateness of language and style in a range of factual texts about the modern world
- the content, format and style of media literature and a range of poetry and prose
- Wales's traditional culture.

### Skills

In both oral and written language, the AS and A Level specifications also require candidates to:

- demonstrate accuracy when using syntax and grammar in various formats and contexts and for a range of audiences and purposes
- use a correct linguistic register in a broad range of contexts for creative purposes, to discuss literature and translanguaging, and for a range of practical uses with consideration for purpose and audience
- discuss, consider and respond to other views and opinions to reach balanced conclusions
- make appropriate use of dictionaries but also demonstrate the ability to express a meaning without referring to a dictionary
- provide a critical analysis and a personal response to familiar works and texts, using appropriate terminology
- select relevant extracts from texts in discussions, to explain and exemplify personal opinions
- discuss and respond to contemporary multimedia culture such as theatre, broadcasting, film and journalism
- discuss attitudes and values found in texts.

This study will provide a solid grounding for further study while simultaneously developing appropriate language skills for the workplace.

A2 candidates should:

- demonstrate knowledge and understanding of a range of prose in terms of structure and theme
- demonstrate a more precise knowledge and understanding of correct language and grammatical rules
- compare works or texts in order to understand and comment on their common features and differences, demonstrating the ability to make a critical analysis of literature, and express a personal response and use appropriate terminology
- demonstrate enhanced knowledge and understanding of the field
- discuss and respond to the Welsh language in local society and on a national level
- demonstrate skills which have been honed and developed.



## 2.1 AS UNITS

### Unit 1 – Film and Oracy – Oral Examination (approx. 35 minutes for a group of three)

#### Notes for Teachers

- **This is an external assessment.** However, teachers should assess the achievements of pupils internally during the year.
- An external examiner will visit each centre during the summer term. The centre's assessment will be used as a guide to assist the examiner, but only the examiner will have the right to determine the final marks of candidates.
- Candidates will be assessed in pairs/groups of no more than three candidates in Section A. Groups will be selected on the basis of candidate ability or at the examiner's discretion. Where there may be only one candidate, he/she will be individually examined by the examiner. Where there are groups of three, the examination will last approximately 35 minutes.
- Candidates will be examined individually in Section B, with examinations lasting approximately 5 minutes each.

#### The role of the examiner

- stimulate discussion by asking questions
- initiate a change of direction in the discussion
- ask a candidate to provide evidence to substantiate ideas or develop an argument
- ensure that each candidate has an opportunity to respond.

When assessing candidates in the Oral Examination, their ability to demonstrate specific information about the film and its background, to listen attentively to others, raise questions, develop opinions, interact and form conclusions is considered. Consideration is also given to their ability to speak Welsh correctly and proficiently using an appropriate register for the purpose and audience.

#### A. Discussing the film

##### *Patagonia*

The examiner may ask candidates to deal with subjects such as the following:

- discuss the characters, and compare characters with each other
- discuss certain scenes
- provide details about the use of pictures and sound and background music
- discuss the aims of the producer
- discuss specific themes
- express an opinion and respond to the work

Candidates are examined in pairs/groups of three in this section.

WJEC has the right to provide an alternative film, in which case adequate notice will be given.

## **B. Discussing the content of the non-examination assessment**

Candidates are asked to respond individually to general questions about the Package they produced in Unit 2.

Candidates are expected to respond to elements such as the following:

- the contents of the Package
- choosing the subject
- reasons for choosing the subject
- the various stimuli
- the research
- the individual components of the Package

Candidates will be examined individually in this section.

## **Unit 2 – Non-examination Assessment**

### **The Task**

Each candidate is required to produce a Package focussing on **one** of the following:

- a specific area of Wales
- a social issue
- a cultural issue
- a vocational issue
- an historical subject
- a political issue

The chosen subject may be of local or national interest, and traditional or contemporary in nature.

### **Guidelines for the Task**

The Package will focus on the candidate's chosen subject, which will be presented to the reader with personal and relevant comments. Having read the work, the reader should be able to understand the subject discussed, and will be aware of the candidate's attitude towards it.

The Package must include **3** extended pieces in 3 of the following formats:

- a report/article
- a portrait
- a story
- a conversation/interview
- a letter
- a blog
- a diary.

1 task must be completed under special conditions. Candidates are expected to use the two hours allocated for the completion of this task under special conditions.

- The subject must be connected to Wales.
- The information should be presented in a personal style, with candidates presenting their own views in their own words.
- The work should show signs of research, analysis, comparing and selecting, but its prevailing feature should be the candidate's personal views.
- Any pictures/maps/film reproductions and quotations should be used appropriately.
- The whole package should contain between 1,500 and 2,000 words. This should include 1 written piece of 400 - 600 words, completed as a task under special conditions. Candidates may not redraft their work, under any circumstances.
- The task under special conditions should be completed within 2 hours in the classroom. Candidates may work on the rest of the Package in the classroom and/or at home.
- Appropriate and effective use of headings and sub headings should be made when organizing the work and presenting elements within the subject.
- Candidates should be allowed to discuss the content of their Package with the teacher, and to produce the work on a word processor.
- The use of dictionaries, reference books and literary and visual materials as well as any other relevant documents/media is allowed.
- A contents page must be included, as well a bibliography on the back page of all the books used.

Refer to the arrangements for non-examination assessments in Section 3.2 (page 20)

### Unit 3 – The Use of Language, and Poetry – Written Examination (2 hours)

Candidates must answer two questions.

#### **Section A: The Use of Language**

Composite questions are set containing various types of linguistic exercises. The examiner may set questions such as those below:

- (i) correcting errors in text/translating text into Welsh
- (ii) changing verbs from the first person to the third person/present to past tense / singular to plural
- (iii) writing a personal response in a range of forms

In order to answer these questions, candidates should know and understand the following, and be able to make use of them:

<b>Verb forms</b>	
Present	rwy'n ... / rydw i'n ...
Perfect	rydw i wedi ...
Perfect continuous	rydw i wedi bod ...
Imperfect	roeddwn i'n ...
Pluperfect	roeddwn i wedi ...
Pluperfect continuous	roeddwn i wedi bod yn ...
Indefinite	byddwn i'n ...
Perfect indefinite	byddwn i wedi ...
Indefinite continuous	byddwn i wedi bod yn ...
Future	bydda i'n ...
Short past tense	-ais i -aist ti -odd e / hi -on ni -och chi -on nhw <b>Irregular</b> Es i ... Des i ... Ces i ... Gwnes i ... Bues i / Bûm i'n ... e.g. Bues i'n Yr Eidal dros yr haf.
Defective verbs	Dylwn i ... Dylwn i fod wedi ... Dylai ... Dylid ...
Imperative <i>Second singular and plural</i>	<b>Regular:</b> siarad    siarada    siaradwch rhedeg    rheda        rhedwch cerdded   cerdda      cerddwch <b>Irregular</b> mynd      dos/cer      ewch dod        tyrd / dere   dewch

<b>Nouns</b>	
Singular and plural forms	Form the plural by: <ul style="list-style-type: none"> <li>- changing a vowel e.g. llygad / llygaid</li> <li>- adding a plural suffix -au / -iau / -ion / -on / -i / -ydd/ -oedd / -iaid / -od</li> <li>- dropping a singular suffix e.g. mochyn / moch</li> <li>- replacing a singular suffix with a plural suffix e.g. cwningen / cwningod</li> </ul>

Masculine and feminine nouns	
Numerals and ordinals	<p><b>Decimal method</b> e.g. tri deg plentyn</p> <p><b>Traditional numeric method</b> – time and money e.g. pum munud ar hugain wedi deunaw punt</p> <p><b>One-word ordinals</b> e.g. pymthegfed</p> <p><b>Masculine and feminine forms</b> e.g. tri bachgen a thair merch</p> <p>Numerals + year e.g. dwy flynedd, dwy flwydd oed</p>

<b>Prepositions</b> – <i>am, ar, at, dan, dros, drwy, gan, heb, hyd, i, o, wrth</i> (+soft mutation)	
Conjugating and using prepositions	Clywais i <b>amdani hi</b>
Adjectives + prepositions	Byddwch yn <b>garedig wrthyn nhw</b>
Nouns + prepositions	Mae'n <b>gyfrifoldeb arnat ti.</b>
Verbs + prepositions	Bydda i'n <b>talw am</b> y tocyn. Wyt ti wedi siarad â John ar y ffôn heddiw? Paid cyffwrdd â hwnna.
Prepositions in commonly used phrases	ar glo ar fyr rybudd heb os nac oni bai dros ben llestri

<b>Adjectives</b>	
Usual position of adjective	afal coch
Main exceptions	hen ysgol unig blentyn prif reswm
Commonly used feminine forms	stori fer torth wen
Commonly used plural forms	bechgyn eraill
Modification of adjectives	eithaf da bron cystal gweddol ddoniol
Comparison of adjectives	<b>Equative</b> – using 'mor' e.g. mor dawel <b>Comparative</b> e.g. tawelach <b>Superlative</b> tawelaf
Similies	yn gryf fel ceffyl
Using an adjective as an adverb	Cysgwch <b>yn dawel.</b>

<b>Pronouns</b>	
Simple pronouns	fi, ti, ef/fo, hi, ni, chi, nhw
Prefixed pronouns	fy, dy, ei, ein, eich, eu
Suffixed pronouns	i, di e.g. fy nheulu i ei lyfr e/o eu catref nhw
Demonstrative pronouns	hwn, hon, hyn, yma, yna, acw
Interrogative pronouns	Pwy? Pa?
Reflexive pronouns	fy hun, dy hun ...

<b>Adverbs</b>	
Time-related adverbs	ddoe eleni heno weithiau

<b>Sub-clauses</b>	
Nominal clauses with forms of 'bod'	Rwy'n gwybod dy fod wedi gadael.
Adjectival clauses with periphrastic forms of the verb	Dyna'r ferch sy'n canu'n y grŵp.
Adverbial clauses.	After: pan, tra, pryd, y, ag/nag y, trwy, wrth, ar ôl, nes y, cyn, erbyn, rhag ofn, o achos, oherwydd

### Section B: Poetry

A question will be set on the poetry below. When giving a personal response, candidates are expected to deal with the following issues: the content of the poems, themes, style and respond to the subject of the poems. Candidates are also required to consider other interpretations (given by other pupils, teachers and literary critics) and should be taught to make appropriate use of citations and terminology for literary criticism.

When discussing the poems, candidates should be taught to use an appropriate linguistic register for the purpose and audience.

The titles of poems to be studied are given below. The poems are from the *Fesul Gair* anthology.

- Iwan Rhys: Caerdydd
- Grahame Davies: Lerpwl
- Gwion Hallam: Dim ond serch
- Myrddin ap Dafydd: Twyll
- Tudur Dylan Jones: Newyddion

WJEC has the right to change the poems which are studied, in which case adequate notice will be given.

**The use of dictionaries and copies of the poems in the examination is prohibited.**

## 2.2 A2 UNITS

### Unit 4 – Drama and Oracy (approx. 45 minutes for a group of three)

#### Notes for Teachers

- **This is an external assessment.** However, teachers should assess the achievements of pupils internally during the year.
- An external examiner will visit each centre during the summer term. The centre's assessment will be used as a guide to assist the examiner, but only the examiner will have the right to determine the final marks of candidates.
- Candidates will be assessed in pairs/groups of no more than three candidates in Section A and B. Groups will be selected according to the candidates' ability or at the examiner's discretion. Where there may be only one candidate, he/she will be individually examined by the examiner. Where there are groups of three, the examination will last approximately thirty minutes.
- Candidates will be examined individually in Section C, with examinations lasting approximately 5 minutes each.

#### The role of the examiner

- stimulate discussion;
- initiate a change of direction in the discussion;
- ask a candidate to provide evidence to substantiate ideas or develop an argument;
- ensure that each candidate has an opportunity to respond.

When assessing candidates in the Oral Examination, their ability to demonstrate specific information about the drama and its background, to listen attentively to others, raise questions, develop opinions, interact and form conclusions is considered. Consideration is also given to their ability to speak Welsh correctly and proficiently using an appropriate register for the purpose and audience.

#### Order of the examination

##### A. Living through the medium of Welsh

The examiner may ask candidates to discuss some of the following themes having dealt with them regularly during the course:

- the Welsh language in society
- visits from guest speakers
- Welsh language broadcasting on the worldwide web
- The Welsh language on social media
- Welsh language theatre productions
- Welsh language films
- Welsh language journalism including magazines, *Y Cymro*, *Golwg*, *Lingo*, *papurau bro*

##### B. Discussing the play

Sera Moore Williams: *Crash*

The examiner may ask candidates to cover some of the following subjects:

- analyse characters, trace their development and compare characters with each other
- discuss key scenes in detail
- discuss quotations from the text in detail
- speculate on the dramatist's aims
- provide a detailed discussion of themes found in the play
- express an opinion and respond to the work as a whole

Candidates may also refer to other plays and to literature that they have read. Candidates should be taught to make appropriate use of quotations and terminology for literary criticism.

Candidates are required to present a personal response as well as consider other interpretations (by other pupils, teachers and literary critics) and should be taught to make appropriate use of citations and terminology for literary criticism.

The WJEC has the right to change the play which is studied, in which case adequate notice will be given.

**C. Respond to questions on specific themes which feature prominently in the various texts studied during the whole of the course. (Synoptic Assessment)**

The examiner will ask the candidates questions whereby they will be required to apply their knowledge and understanding of the connections between the various texts contained in the specification.

The following themes may be discussed:

- Family
- Relationships
- Responsibility
- Love
- Communication

Candidates are examined individually in Section C.



## Unit 5 – The Welsh Language in Society and Translanguaging – Written examinations (2 hours)

Candidates must answer two questions.

### Section A: The Welsh Language in Society

Composite questions are asked regarding the Welsh language in society. The examiner may set questions about:

- (a) The historical context of the Welsh language from the middle of the 20th century to the present day e.g.  
Saunders Lewis's lecture, *Tynged yr Iaith* (The Fate of the Language) 1962;  
the battle for S4C and Gwynfor Evans's campaign;  
the establishment of *Cymdeithas yr Iaith Gymraeg* (The Welsh Language Society);  
the flooding of Cwm Tryweryn and the response;  
the Welsh Language Acts of 1967 and 1993;  
the establishment of the Welsh Language Board of 1993;  
the establishment of the Welsh Assembly Government in 1998;  
Welsh Government policies regarding the Welsh language;  
the Assembly's policy document, *Iaith Pawb* (2003) and  
*A living language: a language for living – Welsh Language Strategy 2012-2017*;  
the abolishment of the Welsh Language Board and the appointment of the Welsh Language Commissioner following the Welsh Language Measure (2011).

Candidates could look at resources such as the following:

<http://www.bbc.co.uk/cymru/hanes/safle/themau/iaith.shtml>

<http://www.bbc.co.uk/cymru/cymraeg/yriaith/tudalen/hanes.shtml>

<http://www.gov.uk/cymraeg>

<http://comisiynyddygyymraeg.cymru/cymraeg/Pages/Hafan.aspx>

<http://www.youtube.com/watch?v=vQT56POFbrM>

[http://www.youtube.com/watch?v=FGI\\_ZaZY5e0](http://www.youtube.com/watch?v=FGI_ZaZY5e0)

- (b) The current situation of the Welsh language e.g. what challenges does the Welsh language face on a local and national level, what is being done to promote the Welsh language today and what evidence is there of this locally?  
Pupils should be encouraged to look at their locality e.g. visit the Menter Iaith and research the work of these organisations; visit a local bilingual/Welsh-medium school to see what is happening there; get involved with the Urdd; technology and the Welsh language; local celebrities who promote the language.

### Section B: Translanguaging (synoptic assessment)

Candidates are asked to read material in English and respond to it in written Welsh. They may be asked to respond in the form of a letter, article or an information pamphlet. Candidates will be required to understand and interpret the content, before expressing an opinion on the text. They should be aware of their target audience. The text should not be translated.

The reading materials will relate to either current news stories, or current affairs or an image of Wales and the world. In preparation for this task, articles from various magazines may be read as well as transcripts from current affairs programmes on the radio/television.

**The use of dictionaries in the examination is prohibited.**

## Unit 6 – The Use of Language and the Short Story – Written examination (2 hours)

Candidates must answer two questions.

### Section A: The Use of Language

Composite questions are set including various types of linguistic exercises. The examiner may set questions such as those below:

- (a) write a response to a specific task
- (b) exercises involving 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)

Candidates are expected to know, understand and make use of the following items, as well as those listed in Unit 3.

### Section B: The Short Story

Candidates should demonstrate knowledge and understanding of the following stories:

- Pwy Fyth a Fyddai'n Fetel (*Saith Pechod Marwol*: Mihangel Morgan)
- Beth os? (*Cariad Pur?*: Llio Mai Hughes)
- Trŵ lyf (*Cariad Pur?*: Marlyn Samuel)
- Angladd yn y Wlad (*O'r Cyrion*: Ioan Kidd)

The aim is to teach the skill of appreciating a range of stories. When giving a personal response, candidates are expected to deal with the following: the content of the stories, themes and the author's style.

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

The WJEC has the right to change the stories which are studied, in which case adequate notice will be given.

### Synoptic assessment

In this question, candidates will also be required to demonstrate and apply their understanding of connections between various aspects of Welsh by combining and co-ordinating the knowledge, understanding and skills developed in the subject.

**The use of dictionaries and copies of the short stories in the examination is prohibited.**

<b>Verbs – forms of ‘bod’</b>	
Habitual present / Future	Byddaf e.g. Byddaf yn mynd i'r sinema bob nos Sadwrn.
Future perfect	Byddaf wedi e.g. Byddaf wedi paratoi'n drylwyr ar gyfer yr arholiad yn yr haf.
Future perfect continuous	Byddaf wedi bod yn cystadlu yn yr Eisteddfod erbyn hynny.
The subjunctive mood	pe bawn / pe bai / oni bai

<b>Other verbs – short forms</b>	
Present/Habitual present	Gwyliaf
Future	Gobeithiaf
Indefinite	Darllenwn
Past	Gofynnais

<b>The impersonal – periphrastic and short forms</b>	
Present (short)	Agorir, Defnyddir, Gwelir, Rhestrir
Present (periphrastic)	Mae ... yn cael ei ddefnyddio / ei defnyddio
Past (short)	Cynhaliwyd, Ysgrifennwyd, Trafodwyd, Rhoddwyd
Past (periphrastic)	Cafodd y ... ei weld/ei gweld ...

<b>Emphatic sentences</b>	
Subject	Y dosbarth (a) drafododd y gerdd ddoe.
Object	Y gerdd (a) drafododd y dosbarth ddoe.
Adverb	Ddoe (y) trafododd y dosbarth y gerdd.

<b>The genitive</b>	
noun + proper noun	mam Gwenllian,
noun + noun	car plismon
noun + y + noun	ysgol y pentref
A phrase containing 'the' and 'of' (The 'the' and 'of' must be omitted)	e.g. the top of the mountain <i>pen y mynydd</i>

<b>Prepositions</b>	
Conjugating and using composite prepositions	er ei mwyn hi o'm hachos i

<b>Numerals and ordinals</b>	
Traditional method	deg plentyn ar hugain

<b>Adjectives</b>	
Alteration of meaning by changing position of adjective	dyn unig / unig ddyn
Similar adjectives with different meanings	oer, oeraidd
Adjectives as nouns	tlodion
Equative forms – cyn + adjective – in commonly used phrases, including irregular forms	cyn gynted, cyn lleied, cyn ddued â, crystal â
Adjectives in idioms	Wedi blino'n lân, rhoi'r gorau i ..., mynd o ddrwg i waeth

<b>Pronouns</b>	
Conjunctive pronouns	minnau
Phrases which include demonstrative pronouns	O ran hynny, o hyn allan
Pronominalia	ei gilydd / ein gilydd nail ... llall pawb / pob holl

<b>Sub-clauses</b>	
Nominal clauses preceded by 'y/yr', 'i', 'na', 'mai'	Rwy'n gwybod iddo adael. Maen nhw'n gwybod mai Sian ydy'r llyfrgellydd.
Relative clauses with short verb forms	Dyna'r ferch (a) ganodd yn yr Eisteddfod.
Adverbial clauses after: er, pe, pan, os, oni, lle, y, wedi, er mwyn, gan, am, er, ers, oblegid, oddi ar, serch	

## 3 ASSESSMENT

### 3.1 Assessment objectives and weightings

Candidates must meet the following assessment objectives in the context of the content detailed in Section 2 of the specification:

Assessment Objectives		Weighting
<b>AO1</b>	<b>Use of spoken language</b> <ul style="list-style-type: none"> <li>• Speak the language correctly and confidently, while demonstrating a range of linguistic resources; adopt a context-appropriate linguistic register.</li> <li>• Listen attentively; respond sensibly / intelligently by raising questions and develop relevant viewpoints and ideas in a balanced manner.</li> <li>• Interact, summarise and come to balanced conclusions.</li> </ul>	25%
<b>AO2</b>	<b>Responding to texts</b> <ul style="list-style-type: none"> <li>• Demonstrate knowledge of specific texts and their background, by means of a critical analysis which discusses and evaluates other interpretations.</li> <li>• Appreciate and respond to different literary genres.</li> <li>• Respond coherently to literary, visual and factual subjects, orally and in writing, by selecting and interpreting relevant material.</li> <li>• Refer specifically to the original text and provide justification for the reference.</li> <li>• Translanguaging by understanding and interpreting the text. <u>Additionally</u>, each <b>A Level</b> candidate will:</li> <li>• Collate, compare and evaluate information presented in various media, cross reference other materials, summarise and come to balanced conclusions.</li> </ul>	25%
<b>AO3</b>	<b>Using written language</b> <ul style="list-style-type: none"> <li>• Write correctly, clearly and proficiently, demonstrating a range of linguistic resources.</li> <li>• Use knowledge of grammar effectively within various contexts.</li> <li>• Demonstrate awareness of various linguistic registers and make effective use of Welsh in different situations and for different purposes.</li> </ul>	45%

These assessment objectives are applicable to the specification as a whole.

Assessment objective weightings are shown below as % of the full A Level.

Unit	Unit Weighting	AO1	AO2	AO3
<b>AS Unit 1</b>	15%	10	5	
<b>AS Unit 2</b>	10%			10
<b>AS Unit 3</b>	15%		5	10
<b>A2 Unit 4</b>	25%	20	5	
<b>A2 Unit 5</b>	15%			15
<b>A2 Unit 6</b>	20%		10	10
<b>Total</b>	<b>100%</b>	<b>30</b>	<b>25</b>	<b>45</b>

## 3.2 Arrangements for non-examination assessments

Each package of work should be between **1,500 and 2000** words.

### Tasks under special conditions

**2 hours** should be allocated for completing the task undertaken under special conditions. It should be ensured that the set tasks are of an equal standard. "Special conditions" are conditions similar to those of an ordinary examination. Candidates are not permitted to consult each other. More time will be allocated to pupils with special needs. A week's notice should be given to candidates before they undertake the task under special conditions. The use of dictionaries or appropriate materials, e.g. short bullet points including statistics, facts, examples and relevant quotations, is permitted to complete the task. Candidates are not permitted to take completed work which has been prepared in advance into the assessment under special circumstances. The use of a word processor to complete this task is prohibited.

Work will be marked when presented to the teacher during the course. **Candidates should not rewrite nor correct a folio task once it has been corrected by the teacher i.e. under no circumstances should a mark be awarded for work which has been corrected in earlier drafts.** Teachers should leave corrections and comments directed at candidates on tasks.

Before submitting marks, teachers should review the marks awarded to ensure that the total marks are a true reflection of the standard reached in each task. Should there be any inconsistencies, the teacher should include an explanatory note.

For submitted tasks, an indication should be provided of the original stimulus given to candidates, as well as any preparation undertaken by the candidate beforehand and any assistance/guidance given by the teacher. Corrections and comments are to be written by teachers on scripts.

The date of the task's submission should be noted as well as any relevant notes/comments for the moderator, such as the way in which the task was completed, any reference material used. A dedicated form will be prepared for submitting these details. This form should be signed by the teacher and the candidate to authenticate the work.

### Standardisation and Moderation

Where there is more than one teaching group, it is essential that work is standardised internally to ensure that standards are consistent across the teaching groups.

In order that assessments may be standardised fairly, each centre is assigned an external moderator by WJEC. A sample of the centre's non-examination assessment will be sent to the moderator at the beginning of the summer term. The sample will be chosen by the WJEC after the centre has submitted the marks online. All centres will receive detailed feedback from the moderation.

## 4 TECHNICAL INFORMATION

### 4.1 Making entries

This is a unitised specification which allows for an element of staged assessment.

Assessment opportunities will be available in the summer assessment period each year, until the end of the life of the specification.

Units 1, 2 and 3 will be available in summer 2017 (and each year thereafter) and the AS qualification will be awarded for the first time in summer 2017.

Units 4, 5 and 6 will be available in summer 2018 (and each year thereafter) and the A level qualification will be awarded for the first time in summer 2018.

A qualification may be taken more than once. However, if any unit has been attempted twice and a candidate wishes to enter the unit for the third time, then the candidate will have to re-enter all units and the appropriate cash-in(s). This is referred to as a 'fresh start'. When retaking a qualification (fresh start), a candidate may have up to two attempts at each unit. However, no results from units taken prior to the fresh start can be used in aggregating the new grade(s).

Marks for NEA units may be carried forward for the life of the specification.

If a candidate has been entered for but is absent for a unit, the absence does not count as an attempt. The candidate would, however, qualify as a resit candidate.

	<b>Title</b>	<b>Entry codes</b>
AS Unit 1	Film and Oracy	2020U1
AS Unit 2	Non-examination Assessment	2020U2
AS Unit 3	The use of Language and Poetry	2020U3
A2 Unit 4	Drama and Oracy	1020U4
A2 Unit 5	The Welsh Language in Society and Translanguaging	1020U5
A2 Unit 6	The use of Language and the Short Story	1020U6
AS Qualification cash-in		2020QS
A level Qualification cash-in		1020QS

WJEC GCE AS Welsh Second Language: 2020QS

WJEC GCE A Level Welsh Second Language: 1020QS

The current edition of our *Entry Procedures and Coding Information* gives up-to-date entry procedures.

## 4.2 Grading, awarding and reporting

The overall grades for the GCE Advanced Subsidiary qualification in Welsh Second Language will be recorded as a grade on a scale A to E. The overall grades for the GCE A level qualification in Welsh Second Language will be recorded as a grade on a scale A\* to E. Results not attaining the minimum standard for the award will be reported as U (unclassified). Unit grades will be reported as a lower case letter a to e on results slips but not on certificates.

The Uniform Mark Scale (UMS) is used in unitised specifications as a device for reporting, recording and aggregating candidates' unit assessment outcomes. The UMS is used so that candidates who achieve the same standard will have the same uniform mark, irrespective of when the unit was taken. Individual unit results and the overall subject award will be expressed as a uniform mark on a scale common to all GCE qualifications. An AS GCE has a total of 200 uniform marks and an A level GCE has a total of 500 uniform marks. The maximum uniform mark for any unit depends on that unit's weighting in the specification.

Uniform marks correspond to unit grades as follows:

Unit Weightings	Maximum unit uniform mark	Unit grade				
		a	b	c	d	e
Unit 1 (15%)	75	60	53	45	38	30
Unit 2 (10%)	50	40	35	30	25	20
Unit 3 (15%)	75	60	53	45	38	30
Unit 4 (25%)	125	100	88	75	63	50
Unit 5 (15%)	75	60	53	45	38	30
Unit 6 (20%)	100	80	70	60	50	40

The uniform marks obtained for each unit are added up and the subject grade is based on this total.

	Total uniform mark	Qualification grade				
		a	b	c	d	e
GCE AS	200	160	140	120	100	80
GCE A level	500	400	350	300	250	200



## APPENDIX A

### UNIT 2 ASSESSMENT GRID

AO3 – range of marks	AO3 - Writing
16 – 20	<ul style="list-style-type: none"> <li>• can express themselves intelligently, clearly and accurately while presenting various elements of the text</li> <li>• plan their work in detail and carefully</li> <li>• pay close attention to register, form and audience by varying the style accordingly</li> <li>• confident use of an appropriate personal style</li> <li>• express their opinion clearly and support that opinion with strong reasoning</li> <li>• demonstrate a wide range of linguistic resources and a firm grasp of grammar and syntax</li> </ul>
13 – 15	<ul style="list-style-type: none"> <li>• can express themselves clearly and accurately while presenting various elements of the text</li> <li>• plan their work carefully</li> <li>• pay close attention to register, form and audience by varying the style</li> <li>• consistent use of appropriate personal style</li> <li>• can express their opinion clearly and support it with relevant reasons</li> <li>• demonstrate a wide range of linguistic resource and a firm grasp of grammar and syntax</li> </ul>
10 – 12	<ul style="list-style-type: none"> <li>• can express themselves clearly and relatively accurately</li> <li>• usually plan their work carefully and accurately</li> <li>• pay attention to register, form and audience by varying the style</li> <li>• appropriate use of personal style</li> <li>• can express their opinion effectively and support it with relevant reasons</li> <li>• demonstrate a range of linguistic resources and quite a firm grasp of grammar and syntax</li> </ul>
7 – 9	<ul style="list-style-type: none"> <li>• can express themselves clearly and accurately on the whole</li> <li>• present the work in an organized manner</li> <li>• demonstrate some awareness of register, form and audience</li> <li>• make some use of personal style</li> <li>• can express their opinion directly and give supporting reasons</li> <li>• use a range of appropriate terminology and patterns and some grasp of grammar and syntax</li> </ul>
4 – 6	<ul style="list-style-type: none"> <li>• can express themselves clearly on the whole while writing about the text directly</li> <li>• demonstrate some awareness of order and progression</li> <li>• demonstrate some awareness of syntax when presenting the work</li> <li>• express an opinion, giving direct reasons</li> <li>• use a range of appropriate terminology and patterns</li> </ul>
0 – 3	<ul style="list-style-type: none"> <li>• these candidates manage to demonstrate some positive features only on occasion.</li> </ul>