



**GCSE WELSH FIRST LANGUAGE**

**NON-EXAMINATION ORAL ASSESSMENT  
GUIDE**

**UNIT 1 – ORAL TASKS**

**ASSESSMENT OPPORTUNITY SUMMER 2026**

**IMPORTANT - June 2026 and November 2026 Stimuli must be  
used**

## **Task 1 – Individual Researched Presentation**

### **Task setting**

For this task, candidates should have the opportunity to participate individually, by presenting information on any aspect or aspects relating to **one** of the following themes:

1. Wales
2. Leisure
3. The World of Work
4. The World of Science / Technology
5. Citizenship

### **Preparation Period**

Candidates are required to present information which they have prepared beforehand on any aspect or aspects relating to the themes listed above.

- Candidates should be given one week to prepare for the task beforehand.
- During this period, candidates can work under limited supervision and research a subject by using the web, reading newspapers / magazines / reference books / leaflets, listening to television programmes or asking others questions.
- Teachers can offer guidance and general advice to students about undertaking the task.

### **Task taking**

- Candidates may use objects or images only as aids when presenting information on their chosen subject.
- Candidates may use short bullet points which include statistics, facts, examples, and relevant quotations.
- Information technology such as PowerPoint may be used, only as a resource to facilitate the presentation. **It must be emphasised that this is not a reading task, but rather an oral presentation prepared by the candidate.**
- Teachers should retain any bullet points or PowerPoint presentations at the end of the presentation. These will need to be presented with the selected sample.
- Only at the end of the presentation, are other students allowed to ask some questions.
- An individual researched presentation will last between five to seven minutes, including responding to any questions from the audience.
- If candidates do the Individual Researched Presentation task more than once, **they must choose a different topic.**

### **The role of the teacher**

During the candidate's **individual researched presentation**, the teacher should:

- give the candidate an opportunity to do the presentation independently
- ensure that the candidate does not read his/her presentation
- interrupt or prompt **only** when necessary
- manage questions put to the candidate.

### **Task marking**

- The teacher should mark the oral task out of a total of **40**.
- Candidates should be assessed by a teacher either directly at the time of the response or by listening to an electronic recording of a learner's response.

Reference should be made to the criteria to place a candidate's response in the appropriate band area.

- The mark awarded out of **40** should represent a learner's presentation and also the responses to questions and feedback.
- Candidates' language and self-expression will be assessed in the task. Half of the marks will be awarded for the choice of appropriate register, grammatical accuracy and range of sentence structures with the remainder for content and organisation.

### **Task 2 – Responding and Interacting (group discussion)**

For this task candidates (in groups of three) are expected to discuss one of the current issues in the stimuli.

#### **Task setting**

- WJEC will provide a choice of three set tasks available from September 2024 on the secure website and can be found by clicking All Services > Examinations and Assessments > NEA Tasks > 3000N10.
- Written and/or visual stimuli will be provided. These stimuli should be used only to initiate a discussion, and reference could be made to other relevant matters which are not mentioned in the presented material.

#### **Preparation Period**

- Candidates should be given **one week** to prepare for the task beforehand.
- During this period, candidates can work under limited supervision in line with WJEC guidelines and research a subject by using the web, reading newspapers / magazines, or listening to the news.
- Teachers can offer guidance and general advice to candidates.
- It is expected that the group discussion will last about ten minutes.
- Candidates are not allowed to take the stimulus from the centre.
- The work of individual candidates may be informed at the preparation stage by working with others, for example in discussion groups and role-play activities, but in the assessment session each candidate must provide responses sufficient to be assessed individually.
- If candidates use notes for the discussion, then they must be submitted with the sample.

#### **Task taking**

- Candidates should complete all work under formal supervision.
- Candidates should discuss their given subject and to express their personal opinion. They should be allowed to do so fairly independently, although some intervention may be necessary to move the discussion forward.
- **Scripting the discussion should not be allowed** – natural discussion is expected.
- The discussion should take around 10 minutes.
- If candidates do the Responding and Interacting (group discussion) task more than once, **a different stimulus must be used to assess them.**
- Candidates should not be included in a group unless they are being assessed.

## The role of the teacher

During the **group discussion** the teacher should **give the group an opportunity to discuss fairly independently**.

If necessary, the teacher should:

- stimulate discussion
- encourage a change of direction for the discussion
- ask a candidate to provide evidence to corroborate ideas or develop an argument
- ensure that all candidates are given an opportunity to respond.

Teacher support should be limited to explanation of tasks, details of which should be recorded as part of the assessment. If teacher intervention is used, for example to prompt a learner, this should also be noted and taken into consideration when the assessment is made.

## Task marking

- Teachers should mark the task out of a total of **40**.
- Candidates should be assessed by a teacher either directly at the time of the response or by listening to an electronic recording of a learner's response. Reference should be made to the criteria to place a learner's response in the appropriate band area.
- Candidates' language and self-expression will be assessed in the task. Half of the marks will be awarded for the choice of appropriate register, grammatical accuracy, and range of sentence structures with the remainder for content and organisation.

## Candidates who resit

A candidate can transfer an oral mark from a previous series when re-sitting the qualification. However, if a candidate wishes to submit new work for Unit 1, **two new tasks must be submitted**.

## Recording Assessments

A record of the two tasks should be kept on a mark record sheet for each candidate:  
TGAU Cym Iaith Uned 1 Taflen Cofnodi Marciau

## Recording

- It is important that the quality of the recording is clear, and that it doesn't impair on the assessment in any way. It is recommended that the recording equipment is tested beforehand, so that the teacher is aware of the sound level.
- The following information should be noted at the beginning of each recording:
  - Unit 1 Oracy Task 1: Individual Researched Presentation / Task 2: Responding and Interacting 2026
  - Date of the recording
  - Centre name and number
  - Candidate's name and number
  - Theme and topic of the presentation/chosen task for groupdiscussion.
- It is important for the teacher conducting the test to introduce the members of the group by their names before commencing, so that each candidate's voice can be clearly identified e.g. Candidate 9000, John Davies; "Good Morning, John..."

- Audio tracks should be clearly named with candidate number and full name (as appears on IAMIS) e.g. 1234 Catrin Jones Task 1/ Task 2.
- It is recommended that centres use **mp3 for audio files and mp4 for audio-visual files.**
- **Centres are expected to upload the sample to IAMIS.**

### **Moderating the two tasks:**

In order to ensure that the standard of assessment is consistent across the learning groups, **rigorous internal moderation must take place within a centre.**

**There must be opportunities to exchange work and discuss criteria consistently. Centres must ensure the standardising of assessments amongst different teachers and teaching groups. One person must be responsible for the internal moderation procedure in the centre. Internal assessment must take place before submitting marks to WJEC.**

### **Moderating sample of groups**

Marks for each candidate should be submitted to IAMIS. IAMIS will be available for non-examination units on **10 March 2026**. All samples must be submitted by **24 March 2026**.

After all marks have been submitted, the sample is selected by the computer.

## **IAMIS Guidelines (uploading the work)**

- Your centre will receive *IAMIS* guidelines during the spring term.
- A complete sample (that is the correct number in the sample that appears on *IAMIS*) must be uploaded.
- The following documents should be scanned and uploaded:
  1. Mark Sheet for GCSE Welsh Language Unit 1
  2. Candidate preparation notes for Task 1 and Task 2
  3. Unit 1 Audio tracks

Below are the instructions for uploading files on to *IAMIS*:

The following file formats are accepted: **pdf, doc, mp3, mp4**.

- 2 recordings for each candidate in the sample – individual task and group task
- Notes by candidates for each task
- Individual mark sheet for each candidate

### **To upload:**

1. Alongside each candidate in the sample, you will see the upload button.
  2. Click on the button and you will be able to choose the files you wish to upload.
  3. Select your chosen files and click 'open'.
  4. The files that have been uploaded will be displayed against the candidate.
  5. Information on the types of files and what needs to be uploaded are given below.
  6. Further information on uploading is available in the [Internal Assessment Mark Input System Step-by-Step Guides](#).
- Sample should be uploaded between **10 March 2026 and 24 March 2026**.
  - **No sample will be accepted after 24 March, 2026.**
  - If a second sample is required, the moderator will select candidates for that sample. WJEC will contact the centre by email.
  - **\*\* It is possible that IAMIS Upload will have expired by the time the moderator requests the second sample. If so, the Examinations Officer will need to contact the GCSE Department ([gcse@wjec.co.uk](mailto:gcse@wjec.co.uk)) noting your centres' details and requesting to re-open IAMIS Upload.\*\***

**The remaining candidates' assessments should be kept secure in case WJEC requests further evidence.**

### TASG 1: Cyflwyniad Unigol Ar Sail Ymchwil

	<i>Cynnwys a threfn</i>	<i>Cywair, cywirdeb iaith a strwythur brawddegol</i>
<b>Band 5</b>	<b>17–20 marc</b> <ul style="list-style-type: none"> <li>Cyflwyno gwybodaeth a syniadau (yn cynnwys gwahanol agweddau ar y pwnc) yn gydlynol ac effeithiol gan ddangos treiddgarwch wrth ddehongli</li> <li>Pwysleisio blaenoriaethau a manylder hanfodol wrth ddadansoddi a gwerthuso gwybodaeth gymhleth a heriol</li> <li>Cyflwyniad sy'n dangos ymwybyddiaeth o'r angen i ddal sylw a chreu effaith ary gynulleidfa</li> </ul>	<b>17-20 marc</b> <ul style="list-style-type: none"> <li>Defnyddio ystod eang o eirfa heriol ac addas yn hyderus i greu effaith neu i gyfleu ystyr benodol gywir</li> <li>Defnyddio cywair cwbl addas i'r dasg a'r gynulleidfa</li> <li>Gafael sicr iawn ar ramadeg</li> <li>Defnyddio amrywiaeth o frawddegau addas ac effeithiol</li> <li>Gafael sicr iawn ar dreigladau</li> <li>Gafael sicr iawn ar ferfau (amser a therfyniadau) ac arddodiaid</li> </ul>
<b>Band 4</b>	<b>13-16 marc</b> <ul style="list-style-type: none"> <li>Cyflwyno a dehongli gwybodaeth a syniadau (yn cynnwys rhai agweddau ar y pwnc) yn hyderus gan bwysleisio materion arwyddocaol</li> <li>Egluro syniadau mewn manylder gan ddadansoddi a gwerthuso'n bwrpasol</li> <li>Addasu a threfnu cyflwyniad sy'n briodol i'r gynulleidfa yn fedrus</li> </ul>	<b>13-16 marc</b> <ul style="list-style-type: none"> <li>Defnyddio ystod eang o eirfa yn gywir</li> <li>Defnyddio cywair priodol i'r dasg a'r gynulleidfa'n gyson</li> <li>Gafael sicr ar ramadeg</li> <li>Defnyddio amrywiaeth o frawddegau i greu effeithiau arbennig</li> <li>Gafael sicr ar dreigladau</li> <li>Gafael sicr ar ferfau (amser a therfyniadau) ac arddodiaid</li> </ul>
<b>Band 3</b>	<b>9-12 marc</b> <ul style="list-style-type: none"> <li>Cyflwyno gwybodaeth a syniadau (yn cynnwys trafod mwy nag un agwedd ar y pwnc) yn effeithiol gan gyfeirio at faterion arwyddocaol</li> <li>Egluro manylion perthnasol gan ddadansoddi a gwerthuso rhywfaint</li> <li>Peth eglurder wrth drefnu cyflwyniad sy'n briodol i'r gynulleidfa</li> </ul>	<b>9-12 marc</b> <ul style="list-style-type: none"> <li>Defnyddio ystod dda o eirfa yn eithaf cywir</li> <li>Dangos ymwybyddiaeth o gywair priodol i'r dasg a'r gynulleidfa</li> <li>Gafael gyson ar ramadeg ar y cyfan</li> <li>Defnyddio amrywiaeth o frawddegau</li> <li>Mwyafrif y treigladau yn gywir</li> <li>Mwyafrif y berfau (amser a therfyniadau) ac arddodiaid yn gywir</li> </ul>
<b>Band 2</b>	<b>5-8 marc</b> <ul style="list-style-type: none"> <li>Cyflwyno gwybodaeth a syniadau syml (un agwedd yn bennaf)</li> <li>Cyflwyno rhai manylion arwyddocaol</li> <li>Peth ymgais i strwythuro cyflwyniad sy'n briodol i'r gynulleidfa</li> </ul>	<b>5-8 marc</b> <ul style="list-style-type: none"> <li>Defnyddio peth ystod o eirfa</li> <li>Dangos peth ymwybyddiaeth o gywair priodol i'r dasg a'r gynulleidfa</li> <li>Gafael anghyson ar ramadeg</li> <li>Amrywio brawddegau rywfaint</li> <li>Treigladau yn eithaf cywir</li> <li>Berfau (amser a therfyniadau) ac arddodiaid yn eithaf cywir</li> </ul>
<b>Band 1</b>	<b>1-4 marc</b> <ul style="list-style-type: none"> <li>Cyflwyno peth gwybodaeth a/neu syniadau yn fyr</li> <li>Mynegi manylion syml gydag anogaeth</li> <li>Peth ymwybyddiaeth o'r gynulleidfa</li> </ul>	<b>1-4 marc</b> <ul style="list-style-type: none"> <li>Ystod gyfyngedig o eirfa</li> <li>Gafael gyfyngedig ar ramadeg</li> <li>Ystod gyfyngedig o frawddegau</li> <li>Gafael gyfyngedig ar dreigladau</li> <li>Gafael gyfyngedig ar ferfau (amser a therfyniadau) ac arddodiaid</li> </ul>
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Yn y dasg hon disgwylir bod ymgeiswyr yn arddangos sgiliau rhesymu geiriol. Cyfeiria 'rhesymu geiriol' at dasgau meddwl mwy cymhleth megis dadansoddi, cyfuno a gwerthuso, datrys problemau drwy resymu â geiriau ac iaith.

## TASG 2: Ymateb a Rhyngweithio (Trafodaeth Grŵp)

	<i>Cynnwys a threfn</i>	<i>Cywair, cywirdeb iaith, a strwythur brawddegol</i>
<b>Band 5</b>	<p><b>17-20 marc</b></p> <ul style="list-style-type: none"> <li>• Cyfrannu'n aeddfed a threiddgar drwy gydol y drafodaeth</li> <li>• Trafod yn ymestynnol gyda thystiolaeth briodol i gefnogi barn</li> <li>• Gwrando'n astud ar hyd yr amser, gan ddangos dealltwriaeth o syniadau cymhleth drwy ofyn cwestiynau treiddgar i newid cyfeiriad trafodaeth</li> <li>• Pwyso a mesur safbwyntiau eraill yn ofalus ac ymateb yn fedrus a sensitif</li> <li>• Datblygu ac egluro syniadau wrth drafod gan ehangu a chrynhoi pan fo angen</li> </ul>	<p><b>17-20 marc</b></p> <ul style="list-style-type: none"> <li>• Defnyddio ystod eang o eirfa heriol ac addas yn hyderus i greu effaith neu i gyfleu ystyr benodol gywir</li> <li>• Defnyddio cywair cwbl addas i'r dasg a'r gynulleidfa</li> <li>• Gafael sicr iawn ar ramadeg</li> <li>• Defnyddio amrywiaeth o frawddegau addas ac effeithiol</li> <li>• Gafael sicr iawn ar dreigladau</li> <li>• Gafael sicr iawn ar ferfau (amser a therfyniadau) ac arddodiaid</li> </ul>
<b>Band 4</b>	<p><b>13-16 marc</b></p> <ul style="list-style-type: none"> <li>• Cyfrannu'n hyderus a phwrpasol yn ystod y drafodaeth</li> <li>• Trafod yn fanwl gan fynegi barn yn glir a chyflwyno tystiolaeth yn gyson</li> <li>• Herio, datblygu ac ymateb i'r hyn a drafodir yn feddylgar ac ystyriol, gan geisio cael eglurhad drwy ofyn cwestiynau addas</li> <li>• Ymateb yn briodol i safbwyntiau eraill</li> <li>• Datblygu syniadau i gynnal a hybu trafodaeth, gan ddangos peth gallu i ehangu a chrynhoi</li> </ul>	<p><b>13-16 marc</b></p> <ul style="list-style-type: none"> <li>• Defnyddio ystod eang o eirfa yn gywir</li> <li>• Defnyddio cywair priodol i'r dasg a'r gynulleidfa'n gyson</li> <li>• Gafael sicr ar ramadeg</li> <li>• Defnyddio amrywiaeth o frawddegau i greu effeithiau arbennig</li> <li>• Gafael sicr ar dreigladau</li> <li>• Gafael sicr ar ferfau (amser a therfyniadau) ac arddodiaid</li> </ul>
<b>Band 3</b>	<p><b>9-12 marc</b></p> <ul style="list-style-type: none"> <li>• Gwneud cyfraniadau sylweddol i ddatblygu'r drafodaeth</li> <li>• Trafod a mynegi barn gyda pheth manylder a chyflwyno tystiolaeth berthnasol</li> <li>• Gwrando'n astud a gofalus, gan ymateb yn feddylgar i'r hyn a glywir</li> <li>• Ymateb i syniadau a theimladau pobl eraill gan adnabod rhagfarnau neu dueddiadau amlwg a chyfeirio at fanylion penodol</li> <li>• Datblygu prif syniadau yn y drafodaeth</li> </ul>	<p><b>9-12 marc</b></p> <ul style="list-style-type: none"> <li>• Defnyddio ystod dda o eirfa yn eithaf cywir</li> <li>• Dangos ymwybyddiaeth o gywair priodol i'r dasg a'r gynulleidfa</li> <li>• Gafael gyson ar ramadeg ar y cyfan</li> <li>• Defnyddio amrywiaeth o frawddegau</li> <li>• Mwyafrif y treigladau yn gywir</li> <li>• Mwyafrif y berfau (amser a therfyniadau) ac arddodiaid yn gywir</li> </ul>
<b>Band 2</b>	<p><b>5-8 marc</b></p> <ul style="list-style-type: none"> <li>• Gwneud cyfraniad penodol a pherthnasol i'r drafodaeth</li> <li>• Trafod a mynegi barn ar adegau allweddol</li> <li>• Ymateb yn gadarnhaol i'r hyn a glywir, gan gynnwys cais iddynt egluro neu roi mwyo fanylion</li> <li>• Caniatáu i eraill fynegi syniadau neu farn wahanol ac ymateb yn briodol</li> <li>• Datblygu peth ar syniadau arwyddocaol yn y drafodaeth</li> </ul>	<p><b>5-8 marc</b></p> <ul style="list-style-type: none"> <li>• Defnyddio peth ystod o eirfa</li> <li>• Dangos peth ymwybyddiaeth o gywair priodol i'r dasg a'r gynulleidfa</li> <li>• Gafael anghyson ar ramadeg</li> <li>• Amrywio brawddegau rywfaint</li> <li>• Treigladau yn eithaf cywir</li> <li>• Berfau (amser a therfyniadau) ac arddodiaid yn eithaf cywir</li> </ul>
<b>Band 1</b>	<p><b>1-4 marc</b></p> <ul style="list-style-type: none"> <li>• Gwneud cyfraniadau byr, achlysurol a gosodiadau cyffredinol wrth drafod</li> <li>• Mynegi barn yn fyr ac yn syml</li> <li>• Ymateb i'r hyn a glywir gyda pheth diddordeb</li> <li>• Dilyn syniadau canolog a thrywydd posibl y drafodaeth a chodi ambell gwestiwn syml</li> <li>• Ymgais i ddatblygu barn bersonol yn y drafodaeth</li> </ul>	<p><b>1-4 marc</b></p> <ul style="list-style-type: none"> <li>• Ystod gyfyngedig o eirfa</li> <li>• Gafael gyfyngedig ar ramadeg</li> <li>• Ystod gyfyngedig o frawddegau</li> <li>• Gafael gyfyngedig ar dreigladau</li> <li>• Gafael gyfyngedig ar ferfau (amser a therfyniadau) ac arddodiaid</li> </ul>
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