

GCSE



WJEC GCSE Cymraeg Language and Literature (Single and Double Award)

Approved by Qualifications Wales

Non-examination Assessment Handbook

Unit 2: Identity (3030N2)

Teaching from 2025

First submission 2026



This Qualifications Wales regulated qualification is not available to centres in England.

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Individual Candidates

If you are aware of candidates who will have to sit the Unit 2 assessment individually for exceptional reasons, you should contact WJEC in advance (cymraeg@cbac.co.uk).

We will consider the request and respond.

If something were to happen on the day of the assessment that would force the candidate to sit the test individually, there would be no need to contact WJEC, but an explanation would need to be included on the assessment sheet or in a separate note for the Moderator's attention, which will be uploaded on IAMIS Upload.

Teacher Guidance

Together with the instructions in this brief, teachers must read the relevant details in the specification for the Single and Double award of this qualification. Teachers must also read the JCQ document, [Instructions for conducting non-examination assessments](#) for detailed advice relating to the administration of non-examination assessments.

The Unit 2 non-examination assessment task is to be submitted to WJEC in March of the year of the assessment.

The assessment will be based on **one** task. The assessment criteria for the task can be found at the end of this document. Teachers must complete the mark sheet for **all learners** (found on the WJEC GCSE Cymraeg Language and Literature webpage) and submit it to WJEC for those learners included in the moderation sample.

The Submission Date for Unit 2 work sample(s) is 24 March. The work will be uploaded via IAMIS.

Assessment Overview

	Task 1
Non-examination task	Group discussion
Research and preparation	5 hours
Undertaking the task	15 mins
Total marks	40 marks

Task 1 - Group Discussion

For this task, candidates (in groups of three) should discuss the question set by WJEC in response to a visual text. Centres will have a free choice of visual text. Centres may choose different visual texts for different cohorts of candidates. Centres are expected to focus their discussion of identity in the selected visual text in relation to the question released by WJEC.

The Task

Learners are required to:

- participate in a group discussion up to 15 minutes in length
- speak and listen in groups of 3
- focus their discussion on identity within the selected visual text in relation to the question released by WJEC.

Task setting

- The question will be released in April 2025 (Summer 2026-27 Series), April 2027 (Summer 2028-29 Series), April 2029 (Summer 2030-31 Series).
- The same question will remain for **two** years. Centres are required to ensure they use the correct question for each series.

Period of Preparation

- Candidates must have 5 hours to prepare in advance.
- During the preparation period, candidates may work under indirect supervision, in accordance with the WJEC guidelines, and research the subject by using the web, reading newspapers/magazines or listening to the news.
- Teachers may provide guidance and offer general advice to candidates.
- Short oral or written exercises/tasks can be set for the learners to complete in class in order to help them understand the nature of the task. Learners may work individually or collaborate with each other when completing these exercises.
- Collaborating with others can assist individual candidates during the preparation period, e.g. group discussions, but in an assessment, each candidate must provide a sufficient response in order to ensure that their contribution can be assessed.
- The use of Artificial Intelligence (AI) to generate responses is prohibited and treated as malpractice.
- If candidates use notes (bullet points) for the discussion, they must be submitted with the sample.

Undertaking the task

- Candidates should carry out all work under direct supervision.
- The candidates should be asked to discuss the question set. They should be allowed to do so fairly independently, although the occasional prompt can be made to move the discussion forward.
- **Scripting of the discussion is not allowed** - a natural discussion is expected.
- The discussion should take up to 15 minutes.
- **Candidates should not be included in a group if they are not being assessed.**

The role of the teacher during the oral discussion

During the group discussion the teacher should provide the group with an opportunity to discuss fairly independently.

The teacher's support should be limited to explaining tasks, and this should be recorded as part of the assessment. If, for example, a teacher intervenes to prompt a candidate, this should be noted and taken into account when assessing.

If needed, the teacher should:

- stimulate a discussion
- encourage a change in the direction of the discussion
- ask the candidate to provide evidence to confirm ideas or develop an argument
- ensure that every candidate has an opportunity to respond.

Marking the task

- The task is out of a total of 40 marks.
- 20 marks are awarded for AO1 (understanding and response).
- 20 marks are awarded for AO2 (expression and communication).
- The appropriate band for each column should be determined individually by deciding which performance descriptor best reflects the candidate's performance.
- The appropriate mark within the band should then be established by determining the extent to which the learner has met the criteria within the relevant band.

- The total marks for each performance may reflect different bands across the assessment criteria, for example, a learner may achieve band 4 in column 1 and band 3 in column 2.
- It should be noted that the bands have been designed to assist the marking process by identifying individual levels of achievement, and they do not correlate with grade boundaries.
- The task will be marked by the centre, and moderated by WJEC. Teachers must use the assessment criteria provided by WJEC (please see the end of this document).
- Relevant comments justifying the mark awarded should be completed on the relevant form.

Resit candidates

There is no limit on the number of times candidates can resit an individual unit; however, the better uniform mark score from only the two most recent attempts will be used in calculating the final overall grade, subject to the terminal rule being satisfied first, i.e. that candidates must complete 30% of the assessment for a qualification in the series in which they are cashing in, and this must include an examination.

Recording Assessments

A record of the assessment should be kept on a mark record sheet for each candidate: GCSE Cymraeg Language and Literature Unit 2 Identity.

For each learner, the following will need to be submitted to WJEC for moderation:

	Task 1
Audio recording	✓
Planning sheet/notes	✓
Mark Sheet & Teacher/candidate declaration statement	✓

Recording

- It is important that the quality of the recording is clear, and it should be ensured that the assessment is not interrupted in any way. The recording technique should be tested in advance so that the teacher is aware of the volume produced.
- Please note these details at the start of each recording:
 - Uned 2 Hunaniaeth Asesiad Di-arholiad 2026
 - Date of the recording
 - Centre number and name
 - Candidate(s) number and name
 - Name of the text selected by the centre/ learning group
- It is important that the teacher conducting the assessment introduces group members by name before starting, so that each candidate's voice can be recognized by listening to the recording, e.g. Candidate 9000, John Davies; "Bore da, John..."
- It should be ensured that the audio tracks are clearly named with the candidate number and name as they appear on IAMIS, e.g. 1234 Catrin Jones
- It is recommended that centres use mp3 files for audio files and mp4 for audio-visual files.
- Centres are expected to upload the sample to the IAMIS system.

Task Standardisation

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

Centres must standardise assessments across different teachers and teaching groups. One person must be responsible for the internal standardisation procedure within the centre. The internal assessment must take place before submitting marks to WJEC.

The Sample selected

Marks should be submitted for each candidate on IAMIS. The work must be submitted by **March 24.**

Following the submission of all the marks, a sample is generated electronically.

The remaining candidates' assessment should be kept safe in case WJEC requests further evidence.



GCSE Cymraeg Language and Literature

Unit 2: Identity

Learner Assessment Pack

Assessment Pack for Learners completing GCSE Cymraeg Language and Literature Unit 2: Identity.

in this pack, there is information about the things you must and must not do when completing assessments.

Task 1

You will have 5 hours 15 minutes in total to complete this assessment. You should spend:

- 5 hours researching and preparing for the assessment
- 15 minutes completing the final assessment.

Supervision

You will complete this research and preparation period under indirect supervision.

Resources

During the research and preparation period, you may:

- refer to the text
- access resources and/or preparatory notes
- use the internet
- access a dictionary/thesaurus

The use of AI to generate responses is prohibited and treated as malpractice.

Teachers can discuss and give general advice to you. Short oral or written exercises/tasks can be set for the for you to complete in class in order to help you understand the nature of the task. You can work individually or collaborate with each other when completing these exercises.

You should speak to your teacher if you have any questions about what you may and may not do while completing the tasks, as they will know how much help they can give you.

It is important that you work independently, and the work submitted should be your own. You and your teacher will be required to sign a declaration statement confirming that the work submitted is your own.

You are advised to check your work carefully to ensure it is correct and accurate.

The following information is taken from the JCQ document [Information for candidates - Non-examination assessments](#) and from the JCQ document [AI Use in Assessments: Your role in protecting the integrity of qualifications](#)

This tells you about the things you must and must not do when completing your assessment. If there is anything you do not understand, you must ask your teacher.

INFORMATION FOR CANDIDATES

- When you submit your work and sign your candidate declaration form, you are signing to say that the work has been produced in accordance with the controls and guidelines set out for this assignment.

INSTRUCTIONS TO CANDIDATES

- If you receive help or guidance from someone other than your teacher, you must tell your teacher who will then record the nature of the assistance given to you.
- Where group work is permitted, each of you must write your own account of the assessment.
- You must always keep your work secure and confidential whilst you are preparing it; do not share it with anyone other than your teacher.
- Where research is required, ensure you acknowledge your sources (including AI) by referencing your work.
- Do not copy someone else's work and try to present it as your own.
- Do not use ready-made online answers (such as those generated by AI tools and chatbots).
- You should not write inappropriate, offensive or obscene material.

If you are found to have breached the regulations, you will be referred to a malpractice panel who may impose a penalty.

Remember - this is your qualification, therefore it must be your own work.

Mark Scheme

Band	AA1 Deall ac ymateb	AA2 Mynegi a chyfathrebu
5	<p style="text-align: center;">17-20 marc</p> <ul style="list-style-type: none"> • arddangos gwybodaeth drylwyr a chwbl berthnasol o'r testun gweledol dewisol gan gyflwyno tystiolaeth i gadarnhau safbwynt yn ardderchog drwy gyfeirio at olygfeydd perthnasol a defnyddio dyfyniadau yn gwbl briodol • cyfeiriadau pwrpasol a chwbl berthnasol at gyd-destunau cymdeithasol, diwylliannol a hanesyddol y testun gweledol • ymdriniaeth drylwyr a chwbl berthnasol o'r ymdeimlad o hunaniaeth o fewn y testun gweledol • defnyddio termau gwerthfawrogi testun gweledol yn dreiddgar gan ystyried eu heffeithiolrwydd • gwrando'n astud a gofalus ar hyd yr amser 	<p style="text-align: center;">17-20 marc</p> <ul style="list-style-type: none"> • defnyddio cywair cwbl addas i'r dasg • gafael sicr iawn ar ramadeg • defnyddio amrywiaeth o frawddegau cwbl addas ac effeithiol iawn • gafael sicr iawn ar dreigladau • gafael sicr iawn ar ferfau (amser a therfyniadau) ac arddodiaid
4	<p style="text-align: center;">13-16 marc</p> <ul style="list-style-type: none"> • arddangos gwybodaeth dda a perthnasol o'r testun gweledol dewisol gan gyflwyno tystiolaeth i gadarnhau safbwynt yn effeithiol drwy gyfeirio at olygfeydd perthnasol a defnyddio dyfyniadau yn briodol • cyfeiriadau da a pherthnasol at gyd-destunau cymdeithasol, diwylliannol a hanesyddol y testun gweledol • ymdriniaeth dda a pherthnasol o'r ymdeimlad o hunaniaeth o fewn y testun gweledol • defnyddio termau gwerthfawrogi testun gweledol yn dda gan ystyried eu heffeithiolrwydd • gwrando'n ofalus ar hyd yr amser 	<p style="text-align: center;">13-16 marc</p> <ul style="list-style-type: none"> • defnyddio cywair priodol i'r dasg • gafael sicr ar ramadeg • defnyddio amrywiaeth effeithiol o frawddegau • gafael sicr ar dreigladau • gafael sicr ar ferfau (amser a therfyniadau) ac arddodiad

3	<p style="text-align: center;">9-12 marc</p> <ul style="list-style-type: none"> • arddangos gwybodaeth foddhaol ac eithaf perthnasol o'r testun gweledol dewisol gan gyflwyno tystiolaeth i gadarnhau safbwynt yn eithaf effeithiol drwy gyfeirio at olygfeydd a defnyddio dyfyniadau yn achlysurol • cyfeiriadau boddhaol ac eithaf perthnasol at gyd-destunau cymdeithasol, diwylliannol a hanesyddol y testun gweledol • ymdriniaeth foddhaol o'r ymdeimlad o hunaniaeth o fewn y testun gweledol • defnyddio termau gwerthfawrogi testun gweledol yn foddhaol gan ystyried ychydig ar eu heffeithiolrwydd • gwrando'n eithaf gofalus ar hyd yr amser 	<p style="text-align: center;">9-12 marc</p> <ul style="list-style-type: none"> • dangos ymwybyddiaeth o gywair priodol i'r dasg • gafael gyson ar ramadeg ar y cyfan • defnyddio amrywiaeth o frawddegau • mwyafrif y treigladau yn gywir • mwyafrif y berfau (amser a therfyniadau) ac arddodiaid yn gywir
2	<p style="text-align: center;">5-8 marc</p> <ul style="list-style-type: none"> • arddangos peth gwybodaeth o'r testun gweledol dewisol gan gyflwyno ychydig o olygfeydd a defnyddio ambell ddyfyniad • ambell gyfeiriad at gyd-destunau cymdeithasol, diwylliannol a hanesyddol y testun gweledol • peth ymdriniaeth o'r ymdeimlad o hunaniaeth o fewn y testun gweledol • ambell derm gwerthfawrogi testun gweledol • gwrando ar adegau allweddol 	<p style="text-align: center;">5-8 marc</p> <ul style="list-style-type: none"> • dangos peth ymwybyddiaeth o gywair priodol i'r dasg • gafael anghyson ar ramadeg • amrywio brawddegau rhywfaint • treigladau yn eithaf cywir • berfau (amser a therfyniadau) ac arddodiad yn eithaf cywir
1	<p style="text-align: center;">1-4 marc</p> <ul style="list-style-type: none"> • arddangos gwybodaeth syml am gynnwys y testun gweledol trwy ailadrodd rhannau o'r stori • trafod rhai technegau ffilmio • gwrando ar adegau 	<p style="text-align: center;">1-4 marc</p> <ul style="list-style-type: none"> • gafael gyfyngedig ar ramadeg • ystod gyfyngedig o frawddegau • gafael gyfyngedig ar dreigladau • gafael gyfyngedig ar ferfau (amser a therfyniadau) ac arddodiaid
0	Dim sy'n haeddu ei wobrwyo	