

GCSE

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

Approved by Qualifications Wales

## Non-examination Assessment Handbook

Unit 3: Attitudes (3030N3)

Teaching from 2025

First submission 2026



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

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## 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 3 non-examination assessment tasks are to be submitted to WJEC in March of the year of assessment.**

The assessment has **two** tasks. The assessment criteria for the tasks 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 3 work sample(s) is 24 March. The work will be uploaded via IAMIS.

### Overview of the Unit

	Task 1	Task 2
Non-examination task	Written	Individual oral presentation
Length of task	500 – 1500 words	Up to 5 minutes
Research and Preparation	5 hours	5 hours
Undertaking the task	2½ hours	Up to 5 minutes
Total marks	30 marks	30 marks

### Task 1: Appreciate and Compare Poems

For this task, learners are expected to submit a written task appreciating and comparing poems. Learners will appreciate their content and message, identify and appreciate poetic metres and styles, while presenting a personal response to the poems. Learners will study 6 poems on a specific theme. WJEC will release the question containing the specific theme, and the theme within the question will change every two years.

**Centres are required to ensure they use the correct theme for each series.**

#### The Task

The learner will be required to submit a written task between 500 - 1500 words to:

- respond to at least 6 poems (in response to a theme set by WJEC)
- appreciate and compare 3 poems, making synoptic comparisons with the other 3 poems
- identify and appreciate poetic metres and styles
- respond in a personal way to the poems
- respond to poems by at least three poets, including one 20th century poet and one 21st century poet
- respond to strict metre, free metre and vers libre poems.

## Task setting

- The question will be released in April 2025 (Summer 2026-27 Series), April 2027 (Summer 2028-29 Series) and April 2029 (Summer 2030-31 Series).
- Information about the question will be shared with centres in April via the WJEC Portal.
- The theme will be changed every **two** years. Centres are required to ensure they use the correct theme for each series.

## Period of Preparation

- Candidates must have 5 hours to prepare in advance.
- The 5 hours do not include the time needed for teachers to prepare the text with their learners.
- During the period of preparation, learners can work under indirect supervision in accordance with WJEC guidelines.
- Teachers can discuss and give general advice to learners.
- 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 can work individually or collaborate with each other when completing these exercises.
- Any guidance given to learners should be noted on the individual mark sheets
- The use of Artificial Intelligence (AI) to generate responses is prohibited and treated as malpractice.
- Learners are allowed to create a planning sheet up to one side of an A4 page containing short bullet points (font size 11 or above if using IT) during the period of preparation. Learners are allowed to redraft the planning sheet during the period of preparation.
- Once the preparation work has started, feedback must be limited to general advice on what needs improvement. Teachers must not provide specific guidance on how to achieve these improvements.

## Undertaking the task

- Learners should complete the task under direct supervision.
- **2 hours 30 minutes** are allocated to complete the task.
- If the task is administered during periods shorter than 2 hours 30 minutes, it should be collected at the end of each period and kept safe in the centre. Teachers must not make any comments on the work in the interim periods.
- It is suggested that the length of the task should be between 500-1500 words.
- The question and date should be noted on the work.
- IT cannot be used to complete the task, unless this is the learner's normal way of working.
- The work cannot be further amended once it has been submitted to the teacher.
- **It is not possible for learners to redraft the completed work.**

## Resources

When completing this task, learners may:

- use up to one side of an A4 page of short bullet points they have prepared in advance during the period of preparation and planning. Extended work that has been prepared in advance, e.g. full paragraphs/sentences, may not be used on this sheet. Short bullet points that include relevant examples and quotes are permitted for the task.
- use a dictionary/thesaurus
- refer to the texts when completing the task. Those should not contain any notes, and quotes from those texts should not be underlined.

**Learners are not permitted to consult or discuss with each other.**

### **Marking the task**

- The task is out of a total of 30 marks. .
- 15 Marks are awarded for AO1 (understanding and response).
- 15 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 assessment objective 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 on the work and the appropriate form should be completed.

### **Recording Assessments**

A record of the assessment should be kept on a mark record sheet for each candidate. GCSE Cymraeg Language and Literature Unit 3 Attitudes. Candidates are required to sign that the work submitted is their own and teachers/assessors are required to confirm that the work assessed is solely that of the candidate concerned and was conducted under the required conditions.

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

	<b>Task 1</b>
A selection of the poems.	✓
Planning sheet/notes	✓
Teacher/candidate declaration statement	✓

### **Internal standardisation of the task**

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

Opportunities to exchange work and discuss criteria on a regular basis must be ensured. Centres must standardize assessments across different teachers and teaching groups. The internal assessment must take place before submitting marks to WJEC.

### **The selected sample**

A sample of the work standardised internally by centres is selected by WJEC for external moderation. The sample will reflect the full range of ability.

## Task 2: Individual Presentation

For this task, learners will present information individually on any aspect or aspects relating to the theme in Task 1.

### Task setting

- The theme will be released in April 2025 (Summer 2026-27 Series), April 2027 (Summer 2028-29 Series), April 2029 (Summer 2030-31 Series).
- Information about the theme will be shared with centres in April via the WJEC Portal.
- The theme will change every **two** years. Centres are required to ensure they use the correct question for each series.

### Period of Preparation

- Learners should be given **5 hours** to prepare for the task.
- Learners have the freedom to choose the aspect or aspects to discuss
- Learners are required to research a topic on the specific theme.
- Learners may redraft the research work.
- Centres will need to conduct this period of research and preparation under indirect supervision.
- Once the preparation has started, feedback must be limited to general advice on what needs improvement. Teachers must not provide specific guidance on how to achieve these improvements.
- Learners may work individually or collaborate with each other when completing the research. Any advice given to the learners should be recorded on the individual mark sheets when the sample is submitted for moderation.

### Resources

- Learners may research their subject by:
  - using the internet
  - reading a newspaper/magazines/reference books/leaflets
  - watching television programmes
  - asking people questions
- Learners may redraft the research work.
- Learners should present their research in one of the following forms:
  - bullet points
  - a PowerPoint presentation
  - a Sway presentation
- **The use of Artificial Intelligence (AI) to generate responses is prohibited and treated as malpractice.**
- It should be emphasised that this is **not a reading task**, but rather an **oral presentation prepared by the learner**.

### Undertaking the task

- An individual presentation is expected to last up to **5 minutes**, including responding to questions from the audience.
- Centres must conduct the task under direct supervision.
- Learners may use objects or images as an aid when presenting information on their chosen subject.

- Candidates may use short bullet points including relevant statistics, facts, examples and quotes.
- Other learners are only permitted to ask questions at the end of the presentation.

### **The teacher's role during the task**

During the individual research presentations, teachers should:

- give learners the opportunity to present independently
- ensure that the learner does not read their presentation
- prompt or encourage only when necessary
- manage questions directed towards the learner.

### **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 3 Agweddau Asesiad Di-arholiad
  - Date of the recording
  - Centre number and name
  - Candidate number and name
  - State the theme, and the candidate's chosen subject.
- 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.

### **Marking the task**

- The task is out of a total of 30 marks. teacher is expected to mark the task out of a total of 30.
- 15 marks are awarded for AO1 (understanding and response).
- 15 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 assessment objective 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 on the work and the appropriate form should be completed.

## Recording Assessments

A record of the assessment should be kept on a mark record sheet for each candidate: GCSE Cymraeg Language and Literature Unit 3: Attitudes. Candidates are required to sign that the work submitted is their own, and teachers/assessors are required to confirm that the work assessed is solely that of the candidate concerned and was conducted under the required conditions.

For each learner in the sample, the following will needed to be submitted to WJEC for moderation:

	<b>Task 2</b>
Audio recording	✓
Planning sheet/notes	✓
Mark record sheet	✓
Teacher/candidate declaration statement	✓

### Internal standardisation of the task

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

Opportunities to exchange work and discuss criteria on a regular basis must be ensured. Centres must standardise assessments across different teachers and teaching groups. 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' assessments should be kept safe in case WJEC requests further evidence.**

## Spelling, Marking and Punctuation Marks (SPAG)

JCQ specifies five ways in which support may be accessed by candidates. These are included on the scribe cover sheet.

1. For each candidate you must **choose the option which best describes the support they received** and enter this onto the cover sheet. Choose one option only.
  - Candidate used a scribe and did not dictate spellings (letter by letter) and punctuation.
  - Candidate used a word processor with the spelling and grammar check enabled.
  - Candidate used a scribe and dictated punctuation but not spellings (letter by letter).
  - Candidate used a scribe and dictated spellings (letter by letter) but not punctuation.
  - Candidate used a word processor with the spell check enabled but no grammar check.
2. Determine whether the candidate has received a **high level of support** or a **low level of support using** the information below.

### **High level of support – maximum deduction**

- Candidate used a scribe and did not dictate spellings (letter by letter) and punctuation.
- Candidate used a word processor with the spelling and grammar check enabled.

### **Low level of support – minimum deduction**

- Candidate used a scribe and dictated punctuation but not spellings (letter by letter).
- Candidate used a scribe and dictated spellings (letter by letter) but not punctuation.
- Candidate used a word processor with the spell check enabled but no grammar check.

3. Use the table provided on page 11 and enter **either** the maximum or minimum deduction onto the mark sheet for each unit.
4. Enter the amended total (including the deduction) onto IAMIS.

A sample will be generated automatically. For every candidate **in the sample**, you must upload the:

- scribe cover sheet
- candidate mark sheet
- NEA work.

For candidates who have a scribe deduction but are **not part of the sample**, please can you upload only the:

- scribe cover sheet
- candidate mark sheet.

Unit	Question Number	Maximum Mark	Maximum AO2 Mark (Ysgrifennu gywir)	Low level of support Deduction	High level of support Deduction
1	1.4	6	6	-1	-1
	1.6	12	6	-1	-1
	1.8	6	2	0	0
	1.10 (a) option	20	6	-1	-1
	1.10 (b) option	20	6	-1	-1
2 NEA (speaking assessment)	No SPaG deduction				
3 NEA	Task 1	30	15	-3	-6
4a	B2	35	35 (15)	-2	-5
4b	A8	20	20 (10)	-1	-3
	B2	35	35 (15)	-2	-4
5 NEA	Task 2	20	10	-1	-3
6	2	7	2	0	0
	3	10	5	-1	-1
	4	10	5	-1	-1
	5	10	5	-1	-1
	6	20	10	-1	-2

NEA deduction to be applied by the teacher after marking the assessment and prior to submission to WJEC.



# GCSE Cymraeg Language and Literature

## Unit 3: Attitudes

### Learner Assessment Pack

## An Assessment Pack for Learners completing GCSE Cymraeg Language and Literature Unit 3: Attitudes.

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

### Task 1

For this task, you are expected to submit a written task appreciating and comparing poems. Your written task is expected to be between 500-1500 words. Whilst carrying out the task, you are expected to:

- respond to at least 6 poems (in response to a theme set by WJEC)
- appreciate and compare 3 poems, making synoptic comparisons with the other 3 poems
- identify and appreciate poetic metres and styles
- respond in a personal way to the poems
- respond to poems by at least three poets, including one 20th century poet and one 21st century poet
- respond to strict metre, free metre and vers libre poems.

		20th century poem	21st century poem	Strict Metre	Free Metre
Main Poems	Poem 1				
	Poem 2				
	Poem 3				
Reference Poems	Poem 4				
	Poem 5				
	Poem 6				

### PERIOD OF PREPARATION

- You will receive **5 hours** of preparation time for this task.
- You will complete this period of preparation under indirect supervision.
- You are allowed to create a planning sheet up to one side of an A4 page containing short bullet points (font size 11 or above if using IT) during the period of preparation. You will be able to redraft the planning sheet during the period of preparation.
- **The use of Artificial Intelligence (AI) to generate responses is prohibited and treated as malpractice.**

Teachers can discuss and give you general advice. Short oral or written exercises/tasks can be set for the teacher to complete in class in order to help you understand the nature of the task. You may work individually or collaborate with each other when completing these exercises. Once the preparation work has started, teachers must limit feedback to general advice on what needs improvement.

## Resources

Whilst completing this task, you may:

- use up to one side of an A4 page of short bullet points you have prepared beforehand during the preparation and planning period. paragraphs/full sentences cannot be used on this sheet. Short bullet points that include relevant examples and quotes are permitted for the task.
- use a dictionary/thesaurus
- refer to the texts when carrying out the tasks. Those should not contain any notes, and quotes from those texts should not be underlined.

You are not permitted to consult or discuss with anyone.

## Undertaking the task

- You will have **2 hours 30 minutes** to complete the task.
- You will carry out the task under direct supervision
- The length of the task should be between **500-1500 words**.
- The task topic and date should be noted on the work.
- If the task is administered during periods shorter than 2 hours 30 minutes, the teacher will collect your work at the end of each period and keep it safe in the centre. Teachers must not make any comments on the work in the interim periods.
- IT cannot be used to complete the task, unless this is your normal way of working.
- The work cannot be further amended once it has been submitted to the teacher.
- **It is not possible to redraft the completed work.**

## Task 2

For this task, you are expected to present information individually on any aspect or aspects relating to the theme in Task 1.

### PERIOD OF PREPARATION

- You will receive **5 hours** of preparation time for this task.
- You are required to research a topic on the specific theme set by WJEC, but you have the freedom to choose the aspect/aspects you wish to discuss in your presentation.
- You may redraft the research work.
- You will carry out the task under direct supervision.

Once the preparation work has started, the teacher must limit feedback to general advice on what needs improvement. The teacher must not provide specific guidance on how to make these improvements. You may work individually or collaborate with each other when completing the research during the preparation period.

### Resources

- You may research the topic by:
  - using the web
  - reading a newspaper/magazines/reference books/leaflets
  - watching television programmes
  - asking people questions
- You may redraft the research work
- You should present your work in one of the following forms:
  - bullet points
  - a PowerPoint presentation
  - a Sway presentation
- **The use of Artificial Intelligence (AI) to generate responses is prohibited and treated as malpractice.**
- It should be emphasised that this is **not a reading task**, but rather an **oral presentation prepared by you.**

### Undertaking the task

- Your individual presentation is expected to last up to **5 minutes**, including responding to questions from the audience.
- You must complete the task under direct supervision.
- You may use objects or images as an aid when presenting information on your chosen subject.
- You may use short bullet points that include relevant statistics, facts, examples and quotes.
- Other learners are only permitted to ask you questions at the end of the presentation.

The following information is taken from the JCQ document [Information for candidates - Non-examination assessments](#) and from the JCQ document [AI Use in Assessments: 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 and 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.**

## Assessment Criteria – Task 1: Appreciate and Compare Poems

Band	AA1 Deall ac Ymateb	AA2 Mynegi a chyfathrebu
5	<p style="text-align: center;"><b>13 – 15 marc</b></p> <ul style="list-style-type: none"> <li>• dangos dealltwriaeth dreiddgar o gynnwys a neges y tair prif gerdd a dadansoddi'n ddeallus y modd y maent yn perthyn i'r thema</li> <li>• cynnwys gwybodaeth berthnasol am gefndir beirdd y tair prif gerdd a'u hagweddau tuag at y thema</li> <li>• trafod effeithiolrwydd nodweddion arddull a mesur y tair prif gerdd yn dreiddgar gan ystyried eu cyfraniad at y thema</li> <li>• croesgyfeirio'n ddeallus rhwng y chwe cherdd wrth ymdrin â gwahanol themâu, mesurau a thechnegau arddull</li> <li>• cyflwyno ymateb personol treiddgar</li> <li>• dyfynnu'n gyson a phwrpasol, a defnyddio termau beirniadaeth lenyddol yn gwbl briodol</li> <li>• cymharu testunau'n fedrus</li> </ul>	<p style="text-align: center;"><b>13 – 15 marc</b></p> <ul style="list-style-type: none"> <li>• cyflwyno gwaith clir a chydlynol gafael sicr iawn ar ramadeg</li> <li>• defnydd eang o gystrawennau cywir</li> <li>• defnydd hyderus a chywir o ystod o atalnodi</li> <li>• sillafu yn gywir bron yn ddieithriad</li> <li>• gafael sicr iawn ar dreigladau</li> <li>• gafael sicr iawn ar ferfau (amser a therfyniadau) ac arddodiaid</li> </ul>
4	<p style="text-align: center;"><b>10 – 12 marc</b></p> <ul style="list-style-type: none"> <li>• dangos dealltwriaeth dda o gynnwys a neges y tair prif gerdd a dadansoddi'r modd y maent yn perthyn i'r thema</li> <li>• cynnwys peth gwybodaeth berthnasol ac addas am gefndir beirdd a'u hagweddau tuag at y thema</li> <li>• trafod yn dda effeithiolrwydd nodweddion arddull a mesur y tair prif gerdd a sut maent yn cyfrannu at y thema</li> <li>• croesgyfeirio effeithiol rhwng y chwe cherdd wrth ymdrin â gwahanol themâu a thechnegau arddull</li> <li>• cyflwyno ymateb personol da</li> <li>• dyfynnu'n dda ac i bwrpas, a defnyddio termau beirniadaeth lenyddol yn dda</li> <li>• cymharu testunau'n dda</li> </ul>	<p style="text-align: center;"><b>10 – 12 marc</b></p> <ul style="list-style-type: none"> <li>• cyflwyno gwaith clir a threfnus</li> <li>• gafael sicr ar ramadeg</li> <li>• defnyddio ystod dda o gystrawennau'n gywir</li> <li>• defnydd cywir o ystod o atalnodi</li> <li>• sillafu sicr</li> <li>• gafael sicr ar dreigladau</li> <li>• gafael sicr ar ferfau (amser a therfyniadau) ac arddodiaid</li> </ul>

3	<p style="text-align: center;"><b>7-9 marc</b></p> <ul style="list-style-type: none"> <li>• dangos dealltwriaeth eithaf da o gynnwys a neges y tair prif gerdd a nodi'r modd y maent yn perthyn i'r thema</li> <li>• ychydig o wybodaeth berthnasol am gefndir beirdd y tair prif gerdd a'u hagweddau tuag at y thema</li> <li>• trafod yn eithaf da effeithiolrwydd nodweddion arddull a mesur y tair prif gerdd a sut maent yn cyfrannu at y thema</li> <li>• ychydig o gymharu rhwng o leiaf 4 o'r cerddi wrth ymdrin â thema/themâu ac ambell dechneg arddull</li> <li>• cyflwyno ymateb personol eithaf da</li> <li>• dyfynnu a defnyddio termau beirniadaeth lenyddol yn eithaf da</li> </ul>	<p style="text-align: center;"><b>7-9 marc</b></p> <ul style="list-style-type: none"> <li>• cyflwyno'r gwaith yn drefnus</li> <li>• gafael gyson ar ramadeg ar y cyfan</li> <li>• defnyddio ystod o gystrawennau'n gywir ar y cyfan</li> <li>• defnydd cywir ar y cyfan o ystod o atalnodi</li> <li>• sillafu mwyafrif y geiriau'n gywir</li> <li>• mwyafrif y treigladau'n gywir</li> <li>• mwyafrif y berfau (amser a therfyniadau) ac arddodiaid yn gywir</li> </ul>
2	<p style="text-align: center;"><b>4-6 marc</b></p> <ul style="list-style-type: none"> <li>• dangos peth dealltwriaeth o gynnwys a neges cerddi</li> <li>• cynnwys rhai manylion prin am gefndir y beirdd a'u hagweddau tuag at y thema</li> <li>• trafod ychydig ar effeithiolrwydd nodweddion arddull a mesur y cerddi</li> <li>• creu ambell gymhariaeth rhwng cerddi</li> <li>• dangos peth ymateb personol</li> <li>• defnyddio rhai dyfyniadau ac ambell derm beirniadaeth lenyddol</li> </ul>	<p style="text-align: center;"><b>4-6 marc</b></p> <ul style="list-style-type: none"> <li>• cyflwyno'r gwaith yn lled drefnus</li> <li>• gafael anghyson ar ramadeg</li> <li>• peth gafael ar gystrawen</li> <li>• peth gafael ar ystod o atalnodi</li> <li>• sillafu yn eithaf cywir</li> <li>• treigladau yn eithaf cywir</li> <li>• berfau (amser a therfyniadau) ac arddodiaid yn eithaf cywir</li> </ul>
1	<p style="text-align: center;"><b>1-3 marc</b></p> <ul style="list-style-type: none"> <li>• ymgais i ddangos dealltwriaeth o gynnwys a neges cerddi</li> <li>• ymgais i gyfeirio at gefndir y beirdd a'u hagweddau tuag at y thema</li> <li>• ymgais i drafod effeithiolrwydd nodweddion arddull a mesur</li> <li>• ymgais i gymharu cerddi</li> <li>• ymgais i ymateb yn bersonol</li> <li>• defnyddio ambell ddyfyniad</li> </ul>	<p style="text-align: center;"><b>1-3 marc</b></p> <ul style="list-style-type: none"> <li>• dangos trefn mewn rhannau o'r gwaith</li> <li>• gafael gyfyngedig ar ramadeg</li> <li>• gafael gyfyngedig ar gystrawen</li> <li>• peth ymdrech i atalnodi</li> <li>• sillafu rhai geiriau yn gywir</li> <li>• gafael gyfyngedig ar dreigladau</li> <li>• gafael gyfyngedig ar ferfau (amser a therfyniadau) ac arddodiaid</li> </ul>
0	Dim sy'n haeddu ei wobrwyo	

## Assessment Criteria – Task 2: Individual Presentation

Band	AA1 Deall ac Ymateb	AA2 Mynegi a chyfathrebu
5	<p style="text-align: center;"><b>13 – 15 marc</b></p> <ul style="list-style-type: none"> <li>• cyflwyno gwybodaeth a syniadau ar wahanol agweddau ar destun heriol, gan werthuso a dehongli'r wybodaeth yn dreiddgar</li> <li>• defnyddio terminoleg gwbl briodol a heriol yn fedrus a rhwydd</li> <li>• mynegi barn yn dreiddgar ar agweddau ar y testun a chefnogi'r farn honno gyda thystiolaeth gadarn</li> <li>• ystyriaeth dreiddgar o gyd-destun ehangach a safbwyntiau eraill ar y testun gan gynnwys dibynadwyedd a dilysrwydd ffynonellau a thystiolaeth</li> </ul>	<p style="text-align: center;"><b>13 – 15 marc</b></p> <ul style="list-style-type: none"> <li>• gwneud defnydd aeddfed o dechnegau iaith a ffurf sydd yn ennyn a chynnal diddordeb y gwrandäwr</li> <li>• defnyddio cywair sy'n gwbl addas ar gyfer y dasg a'r wybodaeth a gyflwynir</li> <li>• trefnu'r cyflwyniad mewn modd cydlynol a strwythuredig er mwyn ennyn a chynnal diddordeb cynulleidfa</li> <li>• gafael sicr iawn ar ramadeg a defnyddio amrywiaeth o frawddegau i greu effeithiau arbennig</li> <li>• gafael sicr iawn ar dreigladau</li> <li>• gafael sicr iawn ar ferfau (amser a therfyniadau) ac arddodiaid</li> </ul>
4	<p style="text-align: center;"><b>10 – 12 marc</b></p> <ul style="list-style-type: none"> <li>• cyflwyno gwybodaeth a syniadau ar wahanol agweddau ar y testun gan werthuso'r wybodaeth yn fedrus</li> <li>• defnyddio terminoleg briodol yn hyderus</li> <li>• mynegi barn yn bwrpasol ar rai agweddau ar y testun a chynnig tystiolaeth i gefnogi'r farn</li> <li>• peth ystyriaeth o gyd-destun a safbwyntiau eraill ar y testun gan gynnwys dibynadwyedd a dilysrwydd ffynonellau a thystiolaeth</li> </ul>	<p style="text-align: center;"><b>10 – 12 marc</b></p> <ul style="list-style-type: none"> <li>• defnyddio technegau iaith a ffurf sy'n cynnal diddordeb y gwrandäwr</li> <li>• defnyddio cywair priodol ar gyfer y dasg a'r wybodaeth a gyflwynir</li> <li>• trefnu'r cyflwyniad yn synhwyrol er mwyn cynnal diddordeb cynulleidfa</li> <li>• gafael sicr ar ramadeg a defnyddio amrywiaeth o frawddegau yn effeithiol</li> <li>• gafael sicr ar dreigladau</li> <li>• gafael sicr ar ferfau (amser a therfyniadau) ac arddodiaid</li> </ul>

3	<p style="text-align: center;"><b>7-9 marc</b></p> <ul style="list-style-type: none"> <li>cyflwyno gwybodaeth a syniadau ar wahanol agweddau ar y testun gan werthuso'r wybodaeth yn foddhaol</li> <li>defnyddio terminoleg yn eithaf cyson</li> <li>mynegi barn yn eithaf cyson ar agweddau ar y testun a chynnig tystiolaeth i gefnogi rhai pwyntiau</li> <li>prin yw'r ystyriaeth o gyd-destun a safbwyntiau eraill ar y testun gan gynnwys dibynadwyedd a dilysrwydd ffynonellau a thystiolaeth</li> </ul>	<p style="text-align: center;"><b>7-9 marc</b></p> <ul style="list-style-type: none"> <li>defnyddio technegau iaith a ffurf addas yn eithaf cyson</li> <li>defnyddio cywair priodol drwy fwyafrif y dasg</li> <li>trefnu'r cyflwyniad yn eithaf da mewn ymgais i gynnal diddordeb cynulleidfa</li> <li>gafael gyson ar ramadeg ar y cyfan a 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>
2	<p style="text-align: center;"><b>4-6 marc</b></p> <ul style="list-style-type: none"> <li>cyflwyno gwybodaeth a syniadau yn syml am agwedd(au) ar y testun</li> <li>defnyddio terminoleg ar adegau</li> <li>mynegi peth barn ar agweddau o'r testun</li> </ul>	<p style="text-align: center;"><b>4-6 marc</b></p> <ul style="list-style-type: none"> <li>defnyddio rhywfaint o dechnegau iaith a ffurf wrth gyflwyno</li> <li>defnyddio cywair priodol i'r dasg mewn mannau</li> <li>peth trefn i'r cyflwyniad ac ychydig o ymwybyddiaeth o gynulleidfa</li> <li>gafael anghyson ar ramadeg ac amrywio brawddegau rhywfaint</li> <li>treigladau yn eithaf cywir</li> <li>berfau (amser a therfyniadau) ac arddodiaid yn eithaf cywir</li> </ul>
1	<p style="text-align: center;"><b>1-3 marc</b></p> <ul style="list-style-type: none"> <li>cyflwyno gwybodaeth a syniadau yn fyr am y testun</li> <li>ymgais i gynnwys terminoleg</li> <li>ymgais i fynegi peth barn ar y testun</li> </ul>	<p style="text-align: center;"><b>1-3 marc</b></p> <ul style="list-style-type: none"> <li>defnydd cyfyngedig o dechnegau iaith wrth gyflwyno</li> <li>ymgais i roi peth trefn ar y cyflwyniad</li> <li>gafael gyfyngedig ar ramadeg ac ystod gyfyngedig o frawddegau</li> <li>gafael gyfyngedig ar dreigladau</li> <li>gafael gyfyngedig ar ferfau (amser a therfyniadau) ac arddodiaid</li> </ul>
0	Dim sy'n haeddu ei wobrwyo	