

Level 2 Award in Additional Core Cymraeg Qualification Outline – Consultation Version



Made for Wales.
Ready for the world.

Introduction

This document provides a high-level overview of the proposed WJEC Level 2 Award in Additional Core Cymraeg.

It is based on Qualifications Wales's Approval Criteria (key sections are included in Appendix 1). Our qualification **must** meet these requirements.

The qualification outline will provide a guide for the development of the Specification and Sample Assessment Materials (SAMs).

Qualification Overview

The construct of the Level 2 Award in Additional Core Cymraeg qualification is based on the Welsh Government subject specific considerations¹ and statements of what matters for Languages, Literacy and Communication²:

- understanding the world around us
- enjoyment of Cymraeg and seeing value for Cymraeg outside the classroom
- using language associated with interests
- developing the use of Cymraeg for socialising and the workplace
- a wide variety of opportunities for learners to hear, see and read material which is rich and diverse in Cymraeg
- develop linguistic skills in order to use Cymraeg in a confident manner.

This qualification, specifically aimed at learners who are progressing well in their study of GCSE Core Cymraeg and are ready to progress further along the Cymraeg continuum, enables them to further develop their use of Cymraeg in authentic and relevant contexts. Level 2 Award in Additional Core Cymraeg qualification must build on the skills and knowledge developed in GCSE Core Cymraeg, including understanding of language and grammar.

The Level 2 Award in Additional Core Cymraeg qualification will support the Curriculum for Wales by:

- Supporting the statements of what matters for Languages, Literacy and Communication⁴ by giving learners opportunities to:
 - develop their understanding, empathy and their ability to respond and mediate effectively
 - interact, explore ideas, express viewpoints knowledge and understanding and build relationships
 - experience and respond to a variety of diverse literature that gives them insight into the culture, people and history of Wales as well as the wider world
 - spark their imagination and creativity.

¹[Languages, Literacy and Communication: Introduction - Hwb \(gov.wales\)](#)

² [Languages, Literacy and Communication: Statements of what matters - Hwb \(gov.wales\)](#)

⁴ [Languages, Literacy and Communication: Statements of what matters - Hwb \(gov.wales\)](#)

The Level 2 Award in Additional Core Cymraeg qualification will support the Curriculum for Wales by:

- Supporting the principles of progression⁵ by giving learners the opportunity to:
 - build on their linguistic skills
 - grow holistically in their understanding and purposeful use of languages, literacy and communication
 - develop their linguistic repertoire through understanding how their own languages work
 - adapt and manipulate language to communicate effectively to a range of different audiences
 - develop receptive, interpretive and expressive language skills
 - transfer existing knowledge and skills into new contexts including the social and cultural aspects of language.
- Supporting the key considerations for language development⁶ by giving learners the opportunity to:
 - develop phonological awareness and phonemic awareness
 - build on learners' previous knowledge of language(s) to support Welsh learning
 - hear, view and read rich and varied Welsh
 - provide suitable and sufficient opportunities for learners to use their Welsh purposefully in authentic context.

Proposed Qualification Structure

Unit 1: Speaking and Listening

Examination via video conferencing

50% of qualification

Set and marked by WJEC

Unit 2: Reading and Writing

Non-examination Assessment

50% of qualification

Set by WJEC, marked by the centre and moderated by WJEC

Assessment opportunities for Unit 1 will be available in January and June. Unit 2 will be assessed in June.

This will be a unitised qualification.

⁵ [Languages, Literacy and Communication: Principles of progression - Hwb \(gov.wales\)](#)

⁶ [Languages, Literacy and Communication: Designing your curriculum - Hwb \(gov.wales\)](#)

Unit Information

Unit 1 – Speaking and Listening

The purpose of the unit is to:

- **Enable learners to understand and use Cymraeg with others in a spontaneous and confident way**
- **Communicate and interact with the examiner**
- **Convey information, expressing and justifying opinions using a variety of sentences, language patterns and different verb tenses**
- **Ask and respond effectively to questions**
- **Demonstrate understanding of oral language**
- **Understand the main message, specific detail and different viewpoints**
- **Use an appropriate register and clear pronunciation**

This unit will be based on the following concepts:

- Interaction
- Expression
- Applying knowledge and understanding
- Supporting cultural development

The unit will be assessed through a discussion with an external examiner using video conferencing available during both the January and June series. The examination will be set and marked by WJEC and will include a high level of control. Learners will have the opportunity to discuss contemporary topics of personal interest. There will be a task for a pair or group of three for this unit, with each learner discussing an optional topic within a pair/group of three. The duration is likely to be 10 minutes for the pair and 15 minutes for the group of three. There will be an additional 5 minutes for each learner to respond directly to the examiner following a pair/group discussion.

Unit 2- Reading and Writing

The purpose of this unit is to:

- **Enable learners to develop their writing and reading skills independently in Cymraeg.**
- **Use a variety of language patterns**
- **Use different verb tenses**
- **Understand and respond to different types of written language in different forms, written for a variety of purposes and audiences**
- **Show understanding of the main message, the main points, specific details and different viewpoints via a variety of long and short, simple and complex written texts, using different verb tenses**

This unit will be based on the following concepts:

- Analysing

- Reasoning
- Applying knowledge and understanding
- Supporting cultural development

The unit will take the form of non-examination assessment during the June window. It will be set by WJEC, marked by the centre and moderated by WJEC. The individual research undertaken will assess learners on a topic of personal interest which is linked to 'Cymraeg a fi'. The work **must** be submitted digitally to WJEC.

The assessment will include two tasks with a low level of control. It is not anticipated that the tasks will change for the life of the specification. A combined word count of between 800 and 1000 words is suggested for the two tasks. One task will have a creative focus and the other task will focus on research and analysis. The different focus of the two tasks enables learners to:

- explore the value of the Welsh language, its literature and culture, and its use in society, in the context of Wales and beyond
- explore the varied nature of Welsh citizenship and its cultures, including Black, Asian and minority ethnic viewpoints
- engage with local/national organisations which promote/use Cymraeg
- explore a variety of factual and/or literary reading materials and varied forms
- write in an extended way
- link appropriately with different parts of the curriculum in order to develop and strengthen the bilingual and multilingual skills of learners
- develop cross-curricular skills and integral skills.

Consideration of manageability, engagement, validity and reliability

In developing this proposed qualification outline, we have considered manageability, engagement, reliability and validity and how to balance these considerations in the context of the requirements of the Approval Criteria.

The Approval Criteria require 50% of the qualification to be assessed by non-examination assessment that is set by WJEC, marked by the centre and moderated by WJEC. This poses some potential manageability challenges which we propose to minimise by requiring a low level of control. Although we acknowledge that it could potentially have an impact on reliability, we believe that a low level of control is appropriate in this context to validly secure the requirement of the Approval Criteria that learners must further develop their skills for reading a variety of text and media, understand and interpreting their meaning and message with a choice of content of local relevance.

We believe that our proposed qualification should provide opportunities for centres to develop an engaging programme of study for its learners, in line with the expectations of the Curriculum for Wales. In the speaking and listening unit (unit 1), the focus will be on learners using language associated with their interests and developing the use of Cymraeg authentically and accurately in a variety of situations. As noted in the Approval Criteria, the reading and writing unit (unit 2) must be linked to 'Cymraeg a fi'. The focus on this unit will be on learners to think creatively when considering a topic of personal interest, along with the opportunity to apply their integral skills to research and analyse information from a range of sources. This will strengthen their awareness and experience of the everyday use of Cymraeg.

We believe that the non-examination tasks we propose for the reading and writing unit are a valid approach to assessing the purpose and content because they allow students to demonstrate their skills in appropriate contexts. To ensure the reliability of the non-examination assessment, we will ensure each unit will target the same assessment objective weightings over time, marking criteria will be developed and teachers will be provided with a package of support to ensure consistent application of the marking criteria across centres and over time. WJEC will moderate a sample of centre work to provide further assurance of reliability.

We believe that the purpose and content of the speaking and listening unit can be validly assessed by examination and a mix of question types can help us maximise validity. When we develop assessments, we will ensure that all tasks target the relevant construct, that there is an appropriate balance of content covered over time and that there is alignment between assessment items and learning outcomes. Where appropriate we will use data available to us on how an assessment has functioned. To ensure reliability, we will make sure that the examined unit targets the same assessment objective weightings and have a consistent level of demand each series, marking criteria will be developed and assessors will be trained on how to apply them consistently.

We will continue to consider the balance of manageability, engagement, reliability and validity, at each stage of qualification development.

Appendix 1

Key information from the Approval Criteria

The following information has come directly from Qualifications Wales [Level 2 Award in Additional Core Cymraeg - Approval Criteria](#) - our qualification must meet these requirements.

Purpose

1. The **Level 2 Award in Additional Core Cymraeg** must:
 - 1.1. be designed for Learners between the ages of 14 and 16 in English-medium settings who are progressing well in their study of GCSE Core Cymraeg and are ready to progress further along the Cymraeg continuum
 - 1.2. build on the conceptual understanding Learners have developed through their learning from ages 3-14 and GCSE Core Cymraeg
 - 1.3. support teaching and learning by providing appropriately demanding, relevant and engaging content and assessment that relates to and supports the Curriculum for Wales, including its four purposes
 - 1.4. allow Learners to develop a strong foundation of knowledge, skills and understanding in relation to Cymraeg, and to use their conceptual understanding of these to transfer learning into new contexts which support progression to post-16 study and prepare them for life, learning and work
 - 1.5. provide meaningful, fair and accurate information on Learner achievement within a subject that highlights what Learners know, understand and can do

Aims

2. The Level 2 Award in Additional Core Cymraeg must:
 - 2.1. allow Learners to explore a range of knowledge, understanding and skills in relation to Cymraeg
 - 2.2. provide opportunities for *Learners* to be assessed in a variety of relevant and meaningful contexts
 - 2.3. provide opportunities, where appropriate, for Learners to engage with and consider the Curriculum for Wales' cross-cutting themes:
 - 2.3.1 local, national, and international contexts
 - 2.3.2 the diversity of representations, perspectives, themes and contributions, including people from Black, Asian and minority ethnic groups
 - 2.3.3. relationships and sexuality education
 - 2.3.4. human rights education
 - 2.3.5. careers and work-related experiences
 - 2.4. provide opportunities, where appropriate, for Learners to engage with and consider sustainability
 - 2.5. be of *Comparable* demand to our other Level 2 qualifications across the UK

Assessment Objectives

- Learners who complete both Units and meet a combined threshold mark for passing the qualification must receive a certificate with an overall qualification level grade of Pass, Merit or Distinction
- Learners will not be required to pass each Unit to achieve a qualification grade.

- Learners who successfully complete one Unit must receive a Unit certificate with a Pass, Merit or Distinction grade.

Scheme of assessment

- The **Level 2 Award in Additional Core Cymraeg** qualification must be unitised.
- The qualification will not be tiered.

The **Level 2 Award in Additional Core Cymraeg** qualification must include the following assessment arrangements:

- 13.1. the unit relating to reading and writing must make up 50% of the qualification and must be assessed through a non-examination assessment that is set by the awarding body, marked by the Centre and Moderated by the awarding body
 - 13.1.1. this unit must assess Learners on a topic of personal interest related to 'Cymraeg and me
 - 13.1.2. the awarding body must allow and encourage Learners to create and capture the required evidence digitally
- 13.2. the unit relating to speaking and listening must make up 50% of the qualification and must be assessed through an external examination that is set and marked by the awarding body
 - 13.2.1. this unit must require a Learner to discuss reading or viewing material, and express considered opinions on contemporary topics of personal interest
 - 13.2.2. this unit must require a Learner to engage in discussion with an external examiner digitally through use of video conferencing
 - 13.2.3. all assessment of speaking skills must require Learners to communicate and interact verbally in a spontaneous manner
- 13.3. Learning outcomes and assessment criteria must set out how the marks available for each task relate to the subject content
- 13.4. Assessment tasks, assessment materials or Stimulus materials must give Learners the opportunity to:
 - 13.4.1. Respond to local contexts, choosing specific aspects of interest and importance to themselves
 - 13.4.2. Respond to a range of contemporary topics, including content that reflects the diversity of our society and the wider world