

GCSE Cymraeg Language and Literature Qualification Outline (Single Award and Double Award)– Consultation Version



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Introduction

This document provides an overview of the proposed WJEC GCSE Cymraeg Language and Literature qualification.

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 GCSE Cymraeg Language and Literature qualification will support the Curriculum for Wales by:

- Supporting the statements of what matters¹, giving learners the opportunity to:
 - develop their understanding, empathy and their ability to respond and to 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.

- Supporting the principles of progression² by giving learners the opportunity to:
 - build on their linguistic skills
 - grow holistically in their understanding and purposeful use of languages, literacy and communication
 - apply their understanding of linguistic concepts
 - 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 development and selecting literature³ by giving learners the opportunity to:
 - experience relevant, engaging, authentic and challenging stimuli to inspire purposeful speaking and writing
 - experience a wealth of literature.

¹ [Languages, Literacy and Communication: Statements of what matters - Hwb \(gov.wales\)](#)

² [Languages, Literacy and Communication: Principles of progression - Hwb \(gov.wales\)](#)

³ [Languages, Literacy and Communication: Designing your curriculum - Hwb \(gov.wales\)](#)

Proposed Qualification Structure

The proposal is for four units of study for Single Award and six units for Double Award. Three of the units (Units 1,2 and 3) will be common in terms of content but will be weighted differently.

GCSE Cymraeg Language and Literature (Single Award)

The common units are highlighted with an *.

Unit 1: Narrative*

Written Examination

30% of the qualification (15% of the double)

Marked by WJEC

Unit 2: Identity*

Non-examination assessment

20% of the qualification (10% of the double)

Marked by the centre, moderated by WJEC

Unit 3: Attitudes*

Non-examination assessment

20% of the qualification (10% of the double)

Marked by the centre, moderated by WJEC

Unit 4: Linguistic Connections

Written Examination

30% of the qualification

Marked by WJEC

This will be a unitised qualification.

GCSE Cymraeg Language and Literature (Double Award)

The common units are highlighted with an *.

Unit 1: Narrative*

Written Examination

15% of the qualification (30% of the single)

Marked by WJEC

Unit 2: Identity*

Non-examination assessment

10% of the qualification (20% of the single)

Marked by the centre, moderated by WJEC

Unit 3: Attitudes*

Non-examination assessment

10% of the qualification (20% of the single)

Marked by the centre, moderated by WJEC

Unit 4: Linguistic Connections

Written Examination

22.5 % of the qualification

Marked by WJEC

Unit 5: Respond and Create

Non-examination assessment

20% of the qualification

Marked by the centre, moderated by WJEC

Unit 6: Communicating Meaning

Written Examination

22.5% of the qualification

Marked by WJEC

This will be a unitised qualification.

There is no hierarchy in the order in which the units are presented. The order does not imply the teaching order of the units.

It will be possible to sit the common units within the single award and the double award from the 2026 summer series onwards.

Units which are discrete to single/double award will be available from 2027.

Unit Information

References to Assessment Objectives within each Unit are given as an indication of focus. Decisions around exact weightings and which strands of an AO are targeted will be made during the detailed development.

Unit 1 – Narrative (*single and double award*)

The purpose of this unit is to:

- appreciate content, themes, plot and character development
- identify and appreciate the author's style
- present a personal and creative response to the novel
- write a piece in a specific form based on reading material for different audiences which will form the basis of the writing
- write clearly and coherently.

This unit will be based on the following concept:

- narrative.

The unit will be assessed via a written examination available from the 2026 summer series. It will include a mix of questions that will target AO1 and AO2, with greater emphasis on AO1. The questions will be based on the learners' studies of their chosen novel and on non-literary reading passages. Centres will select their chosen novel from a prescribed list produced by WJEC.

The unit will be worth 30% of the single qualification and 22.5% of the double qualification. We anticipate that the length of the exam will be 2 hours.

Unit 2 - Identity (*single and double award*)

The purpose of this unit is to:

- appreciate content, themes, plot and character development
- recognise and appreciate film techniques, and dialogue
- develop oracy skills.

This unit will be based on the following concept:

- identity

The unit will take the form of non-examination assessment from the 2026 summer series onwards. The unit will be based on assessing speaking and listening in response to a visual text and is likely to include a group discussion. We propose that centres will have a free choice of film or episode/episodes of a TV series (at least one hour in length). The unit will target AO1 and AO2 equally. It will be worth 20% of the single qualification and 10% of the double qualification. This unit **must** be submitted digitally.

Unit 3 – Attitudes (*single and double award*)

The purpose of this unit is to:

- **respond to poems in order to appreciate their content and message/theme**
- **recognise and appreciate poetic forms and styles**
- **present a personal response to the poems**
- **present and select information for an individual presentation/podcast.**

This unit will be based on the following concept:

- attitudes

The unit will take the form of non-examination assessment from the 2026 summer series onwards. The unit will be based on assessment of speaking and listening and reading and writing. There will be a variety of tasks including an individual oracy task based on the studied poems' theme(s) and a written task responding critically to the studied poems.

Centres will need to study poems that cover a range of periods and a variety of measures, including canu caeth (strict meter poetry). Within these confines we anticipate that centres will have a free choice of poems to study with their learners.

The unit will target AO1 and AO2, with greater emphasis on AO1. It will be worth 20% of the single qualification and 10% of the double qualification. This unit **must** be submitted digitally.

Unit 4 – Linguistic Connections (*single award only*)

The purpose of this unit is to:

- **respond to and analyse a wide variety of written texts (continuous and non-continuous)**
- **combine and summarise information**
- **write effectively for different purposes and audiences, and in different forms (literary and non-literary).**

This unit will be based on the following concept:

- linguistic connections

The unit will be assessed via a written examination available from the summer 2027 series onwards. It will include a mix of questions that will target AO1 and AO2, with greater emphasis on AO2. The questions will be based on literary and/or non-literary texts and there will be an opportunity for learners to write factually and/or creatively.

The unit will be worth 30% of the qualification. We anticipate that the length of the exam will be 1 hour 30 minutes.

Unit 4 – Linguistic Connections (*double award only*)

The purpose of this unit is to:

- **respond to and analyse a wide variety of written texts (continuous and non-continuous)**
- **combine and summarise information**
- **write effectively for different purposes and audiences, and in different forms (literary and non-literary).**

This unit will be based on the following concept:

- linguistic connections.

The unit will be assessed via a written examination available from the summer 2027 series onwards. It will include a mix of questions that will target AO1 and AO2, with greater emphasis on AO2. The questions will be based on literary and/or non-literary texts and there will be an opportunity for learners to write factually and/or creatively.

The unit will be worth 22.5% of the qualification. We anticipate that the length of the exam will be 2 hours.

Unit 5 – Respond and Create (*double award only*)

The purpose of this unit is to:

- **listen and respond to each other's views**
- **interact with others asking questions and gathering ideas**
- **use spoken and written language to ensure clarity, purpose and impact with correct grammar and expression**
- **write in a creative way to communicate clearly and effectively adjusting tone and forms and choosing vocabulary and style that is appropriate to the task.**

This unit will be based on the following concept:

- respond and create.

The unit will take the form of non-examination assessment available from the summer 2027 series onwards. The unit will be based on the assessment of speaking and listening and reading and writing. There will be a variety of tasks including a group oracy task based on factual text(s) and a creative writing task which stems from the factual text. We anticipate that centres will have a free choice regarding the genre of the creative task.

The unit will target AO1 and AO2 equally. It will be worth 20% of the qualification. This unit **must** be submitted digitally.

Unit 6 –Communicating Meaning (*double* award only)

The purpose of this unit is to:

- respond to short stories in order to appreciate content, themes and characters
- recognise and appreciate style and form
- respond, analyse a wide variety of written form
- combine and summarise information.

This unit will be based on the following concept:

- communicating meaning.

The unit will be assessed via a written examination available from the summer 2027 series onwards. It will include a mix of questions targeting AO1 and AO2, with greater emphasis on AO2. The questions will be based on the learners' study of an anthology of contemporary short stories and a response to a previously unseen reading passage.

The unit will be worth 22.5% of the qualification. We anticipate that the length of the exam will be 2 hours.

Consideration of manageability, engagement, validity and reliability

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

The Approval Criteria require 40% of the qualification to be assessed by non-examination assessment that is set by WJEC, marked by the centre and moderated by WJEC.

We recognise the potential manageability challenges of this, and we propose to minimise this in several ways. With the qualification being unitised, we propose to allow centres to spread the workload and assessment by making the common units available for assessment during the first year of the qualification. Centres will be able to choose when to take these units, with the possibility of completing one, two or all three of them in the first year of the qualification. Furthermore, we propose to vary the levels of control for non-examination assessment tasks so that centres have more flexibility in terms of the demands of supervision for aspects of each non-examination assessment. In the nested speaking and listening and reading and writing non-examination assessment (Unit 3), for example, we are proposing a low level of control for the task itself, and to give learners the flexibility to present their tasks in a variety of digital formats in order to minimise disruption to teaching and learning.

The remaining 60% of the qualification will be assessed by written examination. The duration of each examination is likely to be 2 hours, except for the discrete examination unit (Unit 4) within the single award which is likely to be 1 hour 30 minutes. We believe this is manageable for students at GCSE level. This length of examination would enable us to develop a valid assessment that ensures sufficient content can be covered. By having the examination for the common unit (Unit 1) available each summer series from 2026 onwards, centres can schedule teaching of this unit at any point during the first year of the course, and also allow for learners to resit this unit. The discrete units will be available during the second

year of study; we are proposing, as a means to aid centres who teach mixed-award groups to delay diversifying pathways, and to give centres and learners the opportunity to delay the single/double award decision until at least the end of the first year of study.

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. We are also committed to flexibility and choice so that centres can select texts for study that are appropriate to the context and cohort. In the common speaking and listening and reading and writing non-examination assessment (Unit 3), WJEC will release a range of stimuli for each examination series that will represent the 'attitudes' that should be studied within the poetry. Centres will be afforded the flexibility to choose poetry that meet the defined requirements set out in the Approval Criteria, rather than having to study from a list of pre-selected texts which may not engage their learners. Similarly, within the common speaking and listening unit (Unit 2) centres will have the freedom to choose their own visual text better linked to the specified concept of identity. This will give centres the opportunity to choose texts that best represent their own 'cynefin' or sense of identity or that represent a different aspect/identity of Wales and/or Welshness. This supports the principles of Curriculum for Wales by giving centres the freedom to design their own curriculum and ensure the relevance of the study.

In the examined units where literary texts are featured, (Unit 1 – novel and Unit 6 – short stories) we propose to offer a prescribed list of texts (Unit 1) and an anthology of contemporary texts (Unit 6) from which centres can select text for study. This will aid comparability and reliability between exam seasons.

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. We will moderate a sample of centre work to provide further assurance of reliability.

We believe that the purpose and content of the reading and writing units 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, 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 units target 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 Approval Criteria

The following information has come directly from Qualifications Wales [GCSE Cymraeg Language and Literature Approval Criteria](#) - our qualification must meet these requirements.

Purpose

1. **GCSE Cymraeg Language and Literature** must:
 - 1.1. be designed primarily for Learners between the ages of 14 and 16 in Welsh-medium and bilingual settings
 - 1.2. build on the conceptual understanding Learners have developed through their learning from ages 3–14
 - 1.3. support teaching and learning by providing appropriately broad, 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 which supports progression to post-16 study and prepares 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. **GCSE Cymraeg Language and Literature** must:
 - 2.1. allow Learners to explore a range of knowledge, skills and understanding in relation to Cymraeg language and literature
 - 2.2. provide opportunities for Learners to be assessed in a variety of relevant and meaningful contexts
 - 2.3. enable Learners to explore the cross-cutting theme of human rights and diversity, including Black, Asian and minority ethnic perspectives, identity, culture and contributions
3. **GCSE Cymraeg Language and Literature** must:
 - 3.1. appreciate how language connects us to the world around us through engagement with the spoken word, visual texts and written texts from a range of times, places and cultures
 - 3.2. read, watch and listen to a range of spoken and written texts, considering how language, register and style convey meaning
 - 3.3. understand the significance of purpose, audience, medium and context when communicating, expressing, understanding and responding to language
 - 3.4. express themselves in speaking and writing through clear, accurate, fluent and creative use of Cymraeg
 - 3.5. develop and apply knowledge and understanding of the vocabulary, grammar and uses of Cymraeg
4. The qualification must also be designed to promote a positive and relevant experience of Cymraeg and Welsh Cultures.

Subject Content

The **GCSE Cymraeg Language and Literature** qualification must be available as a single and double award qualification.

GCSE Cymraeg Language and Literature (Single Award)

- The **GCSE Cymraeg Language and Literature (Single Award)** must include:
 - 1.1. a minimum of two whole texts, including both narrative fictional prose and visual Literature
 - 1.2. a range of poems from different periods in a variety of measures, including canu caeth (strict metre poetry)
 - 1.3. a range of non-fiction texts written in a variety of forms and for a variety of purposes
 - 1.3.1. these should include both continuous and non-continuous texts
 - 1.3.2. all texts must reflect real life and address contexts and themes that are relevant to Learners

GCSE Cymraeg Language and Literature (Double Award)

- The **GCSE Cymraeg Language and Literature (Double Award)** must include:
 - 1.1. a minimum of three whole texts, including narrative fictional prose, visual literature and a third whole text
 - 1.2. a broad range of poems from different periods in a variety of measures including canu caeth (strict metre poetry)
 - 1.3. a broad range of non-fiction texts written in a variety of forms and for a variety of purposes
 - 1.3.1. these should include both continuous and non-continuous texts
 - 1.3.2. all texts must reflect real life and address contexts and themes that are relevant to Learners

The writing studied in the **GCSE Cymraeg Language and Literature (Single Award)** and **GCSE Cymraeg Language and Literature (Double Award)** must be rich and substantial and include:

- 1.1. writing by living authors
- 1.2. writing by a range of authors and from a variety of perspectives reflecting the diverse nature of Welsh citizenship and its cultures, including Black, Asian and minority ethnic perspectives

The awarding body must offer an element of choice and flexibility for Centres to choose writing that is most appropriate to their own Centre's curriculum.

Assessment Objectives

The assessment of the knowledge, understanding and skills required in the qualification must target the following assessment objectives in line with the indicated weightings:

AO1	Understanding and response i. Understand and respond critically to a range of written texts, visual texts and speech, selecting and evaluating relevant points to illustrate and support interpretations and develop ideas. ii. Make comparisons and explain links within and between both written texts and spoken communication, synthesising and summarising information, ideas and themes as appropriate. iii. Explain how language, structure and form contribute to the presentation of information, ideas and themes in written texts and speech and how these have an impact on the reader/viewer/listener. iv. Understand written texts, visual texts and speech in their social, cultural and historical contexts and how these may inform different viewpoints and perspectives.	50%
AO2	Communication and expression i. Communicate clearly, effectively and imaginatively, using forms, vocabulary and techniques to engage the reader/viewer/listener. ii. Adapt communication by selecting register, vocabulary and techniques appropriate to different contexts and audiences. iii. Organise communication using a variety of linguistic and structural features to support cohesion and overall coherence. iv. Use a range of sentence structures for clarity, purpose and effect, with appropriate grammar and, in written communication, accurate punctuation and spelling.	50%

Scheme of Assessment

- The **GCSE Cymraeg Language and Literature** qualification will not be tiered.
- The **GCSE Cymraeg Language and Literature** qualification must be unitised.
- The **GCSE Cymraeg Language and Literature** qualification must include the following assessment arrangements:

20.1. a total of 40% of the qualification must be assessed through non-examination assessment, which is set by the awarding body, marked by the Centre, and Moderated by the awarding body

20.2. non-examination assessment using speaking and listening methods must assess both understanding and response skills, and communication and expression skills

20.2.1. It must contribute towards 30% of the overall qualification

20.2.2. This must include individual and group tasks

20.3. non-examination assessment using reading and writing methods must assess both understanding and response skills, and communication and expression skills

- 20.3.1. It must contribute towards 10% of the overall qualification
- 20.4. a total of 60% of the qualification must be assessed through external examination using reading and writing methods.
 - 20.4.1. Examination must be set and marked by the awarding body.
 - 20.4.2. External examination must include both studied and unseen writing (literary and non-literary)
- 20.5. the studied writing outlined must be assessed using one of the following three methods: non-examination assessment (speaking and listening), non-examination assessment (reading and writing) or external examination. Each of these methods must assess at least one studied writing
- 20.6. both single and double award must provide the same level of challenge, though the double award must require greater breadth of content, including through assessment of studied and unseen writing
- 20.7. the double award and single award must have some common units. These units must make up between 30% and 35% of the double award, and between 60% and 70% of the single award
- 20.8. the terminal rule must be a minimum of 30% and must include examination