

GCSE



WJEC GCSE in WELSH SECOND LANGUAGE

APPROVED BY QUALIFICATIONS WALES

SPECIFICATION

Teaching from 2017
For award from 2019

Version 6 November 2021



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

SUMMARY OF AMENDMENTS

Version	Description	Page number
2	Amendments within Section 3.2 (Arrangements for NEA) to clarify that assessments for Unit 1 and for Unit 2 take place on dates specified by WJEC	15 & 17
3	'Making entries' section has been amended to clarify resit rules, carry forward of NEA marks and the terminal rule.	19
4	'Making entries' section has been amended. For clarity, previous references to ' <i>...all assessments in the form of an examination</i> ' have been replaced with ' <i>...units 3 and 4.</i> '	19
5	We have removed obsolete information regarding the checking of DVDs.	15
6	We have amended Section 3.2 (Arrangements for NEA) to clarify that the specified dates for assessment of Unit 1 and Unit 2 may be in the spring term or in the summer term, depending on the date of Easter each year.	15 & 17



WJEC GCSE in WELSH SECOND LANGUAGE

For teaching from 2017
For award from 2019

This specification meets the Approval Criteria for GCSE Welsh Second Language and the GCSE Qualification Principles which set out the requirements for all new or revised GCSE specifications developed to be taught in Wales from September 2017.

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GCSE WELSH SECOND LANGUAGE

SUMMARY OF ASSESSMENT

Unit 1: Oracy response to visual stimulus

Non-examination assessment : 6 – 8 minutes (pair) 8 – 10 minutes (group of three)

25% of the qualification

50 marks

1 task

Speaking (10%) Listening (15%)

A task for a pair/ group of three based on visual stimuli provided by WJEC to stimulate discussion. The assessment will consist of two parts conducted in the following order:

- watch a visual clip (approximately 2 minutes) twice and fill in a related sheet
- discussion between the pair/group of three on what was watched.

Learners are not permitted to use dictionaries or any other resources in any part of the assessment.

Unit 2: Communicating with other people

Non-examination assessment : 6 – 8 minutes (pair) 8 – 10 minutes (group of three)

25% of the qualification

50 marks

1 task

Speaking (20%) Listening (5%)

A discussion in pairs/groups of three based on triggers such as a combination of graphs, pictures and short reading texts provided by WJEC.

Learners are not permitted to use dictionaries or any other resources in any part of the assessment.

Unit 3: Narrative, specific and instructional

Written examination: 1 hour 30 minutes

25% of the qualification

100 marks

Reading (15%) Writing (10%)

Reading tasks with non-verbal and written responses, including one translation task from English to Welsh and one proof reading task and writing tasks.

Learners are not permitted to use dictionaries or any other resources in any part of the assessment.

Unit 4: Descriptive, creative and imaginative

Written examination: 1 hour 30 minutes

25% of the qualification

100 marks

Reading (10%) Writing (15%)

Reading tasks with non-verbal and written responses and writing tasks.

Learners are not permitted to use dictionaries or any other resources in any part of the assessment.

This is a unitised specification which allows for an element of staged assessment.

Unit 1 will be available in summer 2018 (and each year thereafter).

Units 1, 2, 3 and 4 will be available in summer 2019 (and each year thereafter) and the qualification will be awarded for the first time in summer 2019.

Qualification Approval Number: C001166/2

GCSE WELSH SECOND LANGUAGE

1 INTRODUCTION

1.1 Aims and objectives

This GCSE specification in Welsh second language will enable candidates to:

- understand and use the language for a variety of purposes and audiences
- develop language learning skills and strategies in order to enable candidates to communicate and interact confidently and spontaneously in relevant situations and specified context
- develop language learning skills and strategies to enable candidates to develop their grasp of Welsh further
- develop listening, speaking, reading and writing skills in an integrated manner, emphasising listening and speaking skills
- use Welsh in further studies, in the workplace and in their communities
- develop curiosity about the Welsh language.

This qualification has two external assessment units which are weighted equally and two internal assessment units. The two external assessment units test reading and writing skills while the two internal assessment units test oral and listening skills.

In planning this specification, careful consideration has been given to the duration of examinations and the number of questions in order to ensure a balance between robust assessment and feasibility. Various types of questions and clear instructions aim to make this non-tiered assessment accessible to learners of all abilities.

1.2 Prior learning and progression

There are no previous learning requirements for this specification. Any requirements set for entry to a course based on this specification are at the discretion of the school/college.

This specification builds on subject content which is typically taught at Key Stage 3 and provides a suitable foundation for the study of Welsh second language at either AS or A level. In addition, the specification provides a coherent, satisfying and worthwhile course of study for candidates who do not progress to further study in this subject.

1.3 Equality and fair access

This specification may be followed by any learner, irrespective of gender, ethnic, religious or cultural background. It has been designed to avoid, where possible, features that could, without justification, make it more difficult for a learner to achieve because they have a particular protected characteristic.

The protected characteristics under the Equality Act 2010 are age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

The specification has been discussed with groups who represent the interests of a diverse range of candidates, and the specification will be kept under review.

Reasonable adjustments are made for certain candidates in order to enable them to access the assessments (e.g. candidates are allowed access to a Sign Language Interpreter, using British Sign Language). Information on reasonable adjustments is found in the following document from the Joint Council for Qualifications (JCQ): *Access Arrangements and Reasonable Adjustments: General and Vocational Qualifications*.

This document is available on the JCQ website (www.jcq.org.uk). As a consequence of provision for reasonable adjustments, very few candidates will have a complete barrier to any part of the assessment.

1.4 Welsh Baccaulaureate

In following this specification, candidates should be given opportunities, where appropriate, to develop the skills that are being assessed through the Skills Challenge Certificate within the Welsh Baccaulaureate:

- Literacy
- Numeracy
- Digital Literacy
- Critical Thinking and Problem Solving
- Planning and Organisation
- Creativity and Innovation
- Personal Effectiveness.

1.5 Welsh perspective

In following this specification, learners must consider a Welsh perspective if the opportunity arises naturally from the subject matter and if its inclusion would enrich learners' understanding of the world around them as citizens of Wales as well as the UK, Europe and the world.

1.6 Overlap and Entry Restrictions

These examinations are available to candidates who have followed the Welsh second language Programme of Study at Key Stage 3. These examinations are also available to candidates who began to study Welsh second language after Key Stage 3. These examinations are not available to candidates who have followed the Welsh Programme of Study throughout Key Stage 3. The head of each centre will be asked to sign a form stating that none of the candidates registered to sit the qualification have followed the Welsh Programme of study throughout Key Stage 3.

2 SUBJECT CONTENT

The qualification is made up of four units: Unit 1 and Unit 2 are a non-examination speaking and listening assessment, Unit 3 and Unit 4 are reading and writing examinations. The course is suitable for teaching over two years within 120 guided learning hours.

The planning of the course should be based on the Language Requirements listed in 2.1.

The context for learning the language is organised under **three broad themes**:

- **EMPLOYMENT**
- **WALES AND THE WORLD**
- **YOUTH**

When studying this qualification candidates will be required to cover the following areas:

Listening: understand and respond to different types of spoken language

- demonstrate an understanding of spoken language by one or more speakers in public and social situations, for example, conversations, presentations, news reports and television programmes;
- understand the main message, main points, specific details and different perspectives communicated verbally in long and short pieces.

Speaking: communicate and interact effectively in speech

- communicate and interact spontaneously and effectively for different purposes, including conveying information, expressing and justifying opinion, and asking and answering questions;
- use a range of strategies to support and sustain effective communication, including asking questions to clarify meaning and eliciting information;
- hold conversations and discussions making extended contributions and combining a variety of sentences and language patterns;
- use language patterns listed in the Language Requirements;
- use different verb tenses;
- modify language appropriately for different audiences and a range of situations, using appropriate register, clear pronunciation and appropriate intonation.

Reading: understand and respond to different types of written language

- understand and respond to written language in different forms written for a variety of purposes and audiences, including correspondence, articles, online information, marketing materials, literary texts, diagrammatic information, public information and instructions
- understand the main message, main points, specific details and different perspectives in a variety of long and short, simple and complex written texts, using different verb tenses;
- discern meaning within a variety of long and short written texts, including some relating to abstract topics, unfamiliar material and some more complex language, interpreting implied meaning where appropriate;
- scan for specific information within extended and multi-format written material.

Writing: communicate in writing

- write effectively for different purposes;
- write accurately using simple and familiar sentences, language patterns and vocabulary to convey meaning and information effectively;
- write in an extended and coherent manner in order to convey facts, ideas and perspectives for different audiences and purposes, including descriptive and narrative writing, persuasive and instructional, creative and imaginative, critical / expressing opinions;
- use a range of different written forms, for example letters, e-mails, articles, diaries, posters, stories and blogs;
- use language patterns listed in the Language Requirements;
- use different verb tenses;
- make creative use of language, varying and adapting vocabulary and language patterns, style and register intentionally for different purposes;
- modify language appropriately, including language and register, for different audiences and a range of situations;
- translate short and simple texts from English to Welsh in order to convey the main message and meaning, using language accurately.

2.1 Language requirements

By the end of the course, candidates are expected to be able to understand and use the following elements when communicating in Welsh.

- | | |
|---------------------------------|---|
| 1. Verbs | The Present Tense
The Perfect Tense
The Imperfect Tense
The Future
The Regular Past Tense
The Irregular Past Tense
The Conditional Tense
Defective Verbs
The Imperative |
| 2. Adjectives | The Position of Adjectives
Feminine and Masculine Forms
Plural Forms
Qualifying Adjectives
Similes
Comparing Adjectives |
| 3. Mutations | Most common rules |
| 4. Pronouns | Simple Pronouns
Prefixed Pronouns
Demonstrative Pronouns |
| 5. Conjunctions | |
| 6. Articles | |
| 7. Adverbials of Time | |
| 8. Greetings | |
| 9. Numerals | Traditional and Contemporary
Feminine and Masculine Forms
Rules relating to 'blwydd' and 'blynedd' |
| 10. Prepositions | Simple Prepositions
Rules of common mutations
Prepositions and Verbs
Using the most common personal forms of prepositions |
| 11. Clauses | The Relative Clause
The Nominative Clause |
| 12. Idioms | |
| 13. Idiomatic Structures | |
| 14. Nouns | Feminine and Masculine Forms
Plural Forms |
| 15. Questions | |

The following are examples of resources available to teach the language requirements.

- 'Dim gobaith caneri'
Gwasg Carreg Gwalch / www.carreg-gwalch.com
- *law!* magazine worksheet
September and October 2016 / www.urdd.org
- Dan y Ditectif Treigladau
Gwasg 'Dref Wen' / www.drefwen.com
- Seren Iaith 1 a 2
Gwasg @ebol / www.atebol.com
- Can Canllaw 1 a 2
Canolfan Peniarth / www.canolfanpeniarth.org
- Golwg ar Iaith (Non ap Emlyn)
CAA Aberystwyth University / caa@aber.ac.uk
- Chwiliadur Iaith (Non ap Emlyn)
CAA Aberystwyth University / caa@aber.ac.uk

Other resources will also be available on the WJEC website: www.wjec.co.uk

2.2 Unit 1: Oracy response to visual stimulus

Oracy Assessment (25%)
Speaking (10%) Listening (15%)
50 marks

This unit requires candidates to watch and listen to a visual stimulus, sustaining a conversation on the contents of the clip with a partner (6-8 minutes) or in a group of 3 (8-10 minutes).

A sheet will be available to be completed by candidates as they watch the clip. The sheet is an aide-memoir for use by candidates in the assessment. The sheet will not be assessed as marks will only be awarded for speaking and listening in this unit. The teacher will be expected to keep the sheet which is to be sent with the sample to WJEC. The visual stimulus and the sheet to be filled by the candidate will be provided by WJEC.

Before the non-examination assessment sufficient opportunity should be given to candidates to practise their speaking and listening skills in groups during the course. Taking advantage of opportunities to present and exchange information, to listen and respond to the contributions of others, to express an opinion on a variety of topics using evidence to support that opinion and to interact with others in groups will enrich their experiences, develop their speaking and listening skills, and prepare them for the non-examination assessment.

The assessment will consist of two parts conducted in the following order:

- watch a visual clip (twice)
- group discussion.

The tasks will cover one of the broad themes (see page 6).

In the non-examination assessment, candidates are expected to demonstrate that they can participate in a pair/group conversation by:

- responding to a visual stimulus
- communicating and interacting spontaneously with others
- listening and responding to contributions from others
- expressing opinions on various topics and justifying those views.

The teacher will conduct the assessment and a sample sent to WJEC for moderation.

Candidates are not permitted to use dictionaries or any other resources in any part of the non-examination assessment.

2.3 Unit 2: Communicating with other people

Oracy Assessment (25%)
Speaking (20%) Listening (5%)
50 marks

This unit requires candidates to respond orally and listen to peers by interacting with a partner (6-8 minutes) or in a group of 3 (8-10 minutes). Candidates are expected to express and support opinions. WJEC will provide the material to stimulate discussion. This material can include a range of graphs, pictures and short reading texts.

Before the non-examination assessment candidates should have plenty of opportunities during the course to practice their speaking skills in groups. Taking advantage of opportunities to present and exchange information, to listen and respond to the contributions of others, to express an opinion on a variety of topics using evidence to support that opinion and to interact with others in groups will enrich their experiences, develop their speaking and listening skills, and prepare them for the non-examination assessment.

The tasks will cover one of the broad themes (see page 6).

In the non-examination assessment candidates are expected to demonstrate that they can take part in a group discussion by:

- communicating and interacting spontaneously with other
- listening and responding to contributions from others
- expressing opinions on various topics and justifying those views.

The teacher will conduct the assessment and a sample sent to WJEC for moderation.

Candidates are not permitted to use dictionaries or any other resources in any part of the non-examination assessment.

2.4 Unit 3: Narrative, specific and instructional

Written Examination (25%)
Reading (15%) Writing (10%)
100 marks

This unit requires candidates to respond to a range of questions. The reading will be assessed through a range of structured questions and the writing for different purposes including narrative, specific and instructional writing.

Types of questions - These may include multiple choice with non-verbal responses; selecting true/false statements; short answer questions, completing information.

Text format and types – Candidates will be assessed on different types of text format which may include:

- continuous text for example correspondence, online information, marketing materials, diagrammatic information, public information, guidance, letters and articles
- non-continuous text such as tables and graphs, adverts and forms
- mixed texts with elements of both continuous and non-continuous formats such as text supported by a graph or table
- multiple texts or short texts which can be linked together by context or juxtaposed, such as hotel adverts. The texts may be complementary or contradictory.

Candidates will be required to translate a short piece into Welsh (approximately 25 – 35 words). Candidates will also be required to proof read and correct a short piece of text (approximately 45 – 55 words). Questions will target specific aspects of the subject content.

The tasks will cover one of the broad themes (see page 6).

Candidates are not permitted to use dictionaries or any other resources in the examination.

2.5 Unit 4: Descriptive, creative and imaginative

Written Examination (25%)
Reading (10%) Writing (15%)
100 marks

This unit requires candidates to respond to a range of reading and writing questions. The reading will be assessed through a range of structured questions and the writing for different purposes including descriptive, creative and imaginative writing.

It will be necessary for the candidates to show awareness of audience and purpose using a range of different written forms, for example letters, e-mails, articles, diaries, posters, stories and blogs.

Types of questions - These may include multiple choice with non-verbal responses; selecting true/false statements; short answer questions, completing information.

Text format and types – Candidates will be assessed on different types of text format which may include:

- continuous text (literature) for example extracts adapted from novels, short stories, poems, reviews, online information, marketing materials, letters and articles
- non-continuous text such as tables and graphs, adverts and forms
- mixed texts with elements of both continuous and non-continuous formats such as a prose explanation supported by a graph or table
- multiple texts or short texts which can be linked together by context or juxtaposed, such as hotel adverts. The texts may be complementary or contradictory.

Types of questions - These may include multiple choice with non-verbal responses; selecting true/false statements; short answer questions, completing information.

The tasks will cover one of the broad themes (see page 6).

Candidates are not permitted to use dictionaries or any other resources in the examination.

3 ASSESSMENT

3.1 Assessment objectives and weightings

Below are the assessment objectives for this specification. Candidates will be required to demonstrate their ability to:

AO1

Speak – communicate and interact effectively in different situations and contexts

AO2

Listen – understand and respond to different types of spoken language in a variety of contexts

AO3

Read – understand and respond to a variety of written language in a range of contexts

AO4

Write – communicate effectively for different purposes and for different audiences

The table below shows the weighting of each assessment objective for each unit and for the qualification as a whole

	AO1	AO2	AO3	AO4	Total
Unit 1	10%	15%	-	-	25%
Unit 2	20%	5%	-	-	25%
Unit 3	-	-	15%	10%	25%
Unit 4	-	-	10%	15%	25%
Total	30%	20%	25%	25%	100%

3.2 Arrangements for non-examination assessment

Unit 1 and Unit 2 are non-examination assessments.

Unit 1: Oracy response to visual stimulus

The non-examination assessment accounts for 25% of this GCSE. All non-examination assessments must be conducted under controlled conditions as outlined below, and in accordance with regulatory requirements.

Candidates are not permitted to use dictionaries or any other resources in any part of the non-examination assessment.

Unit 1 will be assessed on dates specified by WJEC. Three days are set aside for the non-examination assessment. The candidates' attainment should be regularly assessed. On the basis of the teacher's knowledge of the candidates, groups of no more than three candidates should be formed. It is the responsibility of the centre to standardise candidates' marks within the centre.

Task Setting

The tasks are set by WJEC. Tasks will arrive in good time for the centres to administer the assessment on the specified dates in the spring or summer term (depending on the date of Easter each year). The assessments are conducted and marked by teachers at the centres. All candidates should be recorded digitally.

A DVD machine or computer installed with the 'Windows Media Player Software' is necessary in order to play the disk containing the visual stimulus.

Task Taking

The assessment will consist of two parts conducted in the following order:

- watch a visual stimulus (approximately 2 minutes) twice
- group discussion.

The tasks will cover one of the broad themes (see page 6).

A timetable should be prepared – up to 10 minutes for each group.

Arrangements on the day of the assessment

Open the packs (on the day of the assessment) containing the stimulus questions for the pair/group of three discussion:

Pack A / B day 1

Pack C / CH day 2

Pack D / DD day 3

The teacher conducting the assessment may watch the DVD 30 minutes before he/she begins to assess the first pair/group.

You should:

- Allow the first pair/group to prepare (up to 10 minutes under supervision) The candidates will be permitted to discuss and make notes during this period. **Candidates are not permitted to take any previously prepared notes or resources/dictionaries into the preparation room.**
- Candidates should watch the visual stimulus twice. Candidates are allowed to make notes in the preparation room on the sheet given to them and they may only take this sheet into the assessment. A specific sheet will accompany the visual stimulus. Reference may be made to this sheet during the assessment. The sheet will then be handed to the teacher at the end of the assessment and retained by the centre until the end of the Enquiry about Results period. The sheets of the candidates included as part of the sample should be submitted together with the oral work to WJEC on a specified date in May.
- Call the first pair/ group in (the next pair/group to start preparing).
- Ensure that everyone is comfortable and sitting in a semi-circle;
- Begin the assessment by stating the candidates' names and examination numbers and then ask the candidates to introduce themselves;
- Ask the candidates to discuss what they have seen. They should be allowed to do so fairly independently, although the occasional interruption can be made to move the discussion forward, to ensure that the candidates give their best, to refer to the clip and meet the requirements of the marking scheme. **(Discussion between pairs are expected to last for approximately 6-8 minutes and a group of three for about 8-10 minutes)**

Task Marking

The teacher is expected to mark the task from a total of **50**. Up to 30 marks may be awarded for listening and up to 20 marks for speaking (see Appendix 1, page 21 + 22).

The Moderation Sample

WJEC will select a sample of work to be externally moderated. The sample will reflect the full range of ability. The centre name and number should be written clearly on the recordings submitted in addition to the names and numbers of the candidates.

Individual teachers or centres will be provided with further guidance when they do not meet WJEC requirements. If necessary, the moderator may request a further sample. If serious problems arise, WJEC could make a recommendation to monitor the work of the centre and the moderation process, if it is felt necessary.

Submission of Marks

The marks for each candidate are submitted to WJEC by a specified date.

Unit 2: Communicating with other people

The non-examination assessment accounts for 25% of this GCSE. All non-examination assessments must be conducted under controlled conditions as outlined below, and in accordance with regulatory requirements.

Candidates are not permitted to use dictionaries or any other resources in any part of the non-examination assessment.

Unit 2 will be assessed on dates specified by WJEC. Three days are set aside for the non-examination assessment. The candidates' attainment should be regularly assessed. On the basis of the teacher's knowledge of the candidates, groups of no more than three candidates should be formed. It is the responsibility of the centre to standardise candidates' marks within the centre.

Task Setting

The tasks are set by WJEC. Tasks will arrive in good time for the centres to administer the assessment on specified dates during the spring or summer term (depending on the date of Easter each year). The assessments are conducted and marked by teachers at the centres. All candidates should be recorded digitally.

Task Taking

The tasks will cover one of the broad themes (see page 6).

A timetable should be prepared – up to 10 minutes for each group.

Arrangements on the day of the assessment

Open the packs (on the day of the assessment) containing the stimulus questions for the pair/group of three discussion:

Paper A morning day 1/Paper B afternoon day 1
 Paper C morning day 2/Paper CH afternoon day 2
 Paper D morning day 3 /Paper DD afternoon day 3

A sheet for the teacher will be provided by WJEC containing advice and questions that can be asked in order to progress the discussion and to ensure that the candidates give their best.

You should:

- Allow the first pair/group to prepare (up to 10 minutes under supervision) **Candidates are not permitted to take any previously prepared notes or resources/dictionaries into the preparation room.** Candidates will be allowed to make notes and to bring those notes only into the examination room.
- Call the first pair/ group in (the next pair/group to start preparing).
- Ensure that everyone is comfortable and sitting in a semi-circle;
- Begin the assessment by stating the candidates' names and examination numbers and then ask the candidates to introduce themselves;
- Ask the candidates to discuss the assessment. They should be allowed to do so fairly independently, although the occasional interruption can be made to move the discussion forward, or to ensure that the candidates give their best and meet the requirements of the marking scheme. **(Discussion between pairs are expected to last for approximately 6-8 minutes and a group of three for about 8-10 minutes)**

Task Marking

The teacher is expected to mark the task from a total of **50**. Up to 10 marks may be awarded for listening and up to 40 marks for speaking (see Appendix 2, page 23 + 24).

The Moderation Sample

WJEC will select a sample of work to be externally moderated. The sample will reflect the full range of ability. The centre name and number should be written clearly on the recordings submitted in addition to the names and numbers of the candidates.

Individual teachers or centres will be provided with further guidance when they do not meet WJEC requirements. If necessary, the moderator may request a further sample. If serious problems arise, WJEC could make a recommendation to monitor the work of the centre and the moderation process, if it is felt necessary.

Submission of Marks

The marks for each candidate are submitted to WJEC by a specified date.

4 TECHNICAL INFORMATION

4.1 Making entries

This is a unitised specification which allows for an element of staged assessment. Unit 1 will be available in summer 2018 (and each year thereafter until the end of this specification's lifetime). The other units will be available in summer 2019 (and each year thereafter until the end of this specification's lifetime.)

Candidates may resit an individual unit once only. The better uniform mark score from the two attempts will be used in calculating the final overall grade subject to the **terminal rule** being satisfied first i.e. that candidates must complete a minimum amount of the assessment for a qualification in the series in which they are cashing in. The terminal rule is set at 75% of the overall qualification for GCSE Welsh Second Language, i.e. at least 75% of the assessment must be taken when cashing in grades, including units 3 and 4. If the assessment being re-taken contributes to the 75% terminal rule requirement, the mark for the new assessment will count.

If any unit has been attempted twice and a candidate wishes to enter the unit for the third time, the candidate will have to re-enter all units and the appropriate cash-in(s). This is referred to as a 'fresh start'. When retaking a qualification (fresh start), a candidate may have up to two attempts at each unit. However, no results from units taken prior to the fresh start can be used in aggregating the new grade(s).

Marks for NEA units may be carried forward for the life of the specification.

If a candidate has been entered for but is absent for a unit, the absence does not count as an attempt. The candidate would, however, qualify as a resit candidate.

At least 75% of the assessment must be taken when cashing in grades, including units 3 and 4.

If desired, 100% of the qualification may be taken during the last year of the course.

Title	Entry codes
Unit 1: Oracy response to visual stimulus	3020U1
Unit 2: Communicating with other people	3020U2
Unit 3: Narrative, specific and instructional	3020U3
Unit 4: Descriptive, creative and imaginative	3020U4
GCSE Qualification cash-in	3020QS

The latest entry procedures are set out in the current version of *Entry Procedures and Coding Information*.

4.2 Grading, awarding and reporting

GCSE qualifications are reported on an eight point scale from A* to G, where A* is the highest grade. The attainment of learners who do not succeed in reaching the lowest possible standard to achieve a grade, is recorded as U (unclassified) and they will not receive a certificate.

The lifetime of unit results is limited by the lifetime of the specification only. A candidate may retake the whole qualification more than once.

Individual unit results reported on a uniform mark scale (UMS) have the following grade equivalences:

	MAX. GRADE	A*	A	B	C	D	E	F	G
Unit 1	100	90	80	70	60	50	40	30	20
Unit 2	100	90	80	70	60	50	40	30	20
Unit 3	100	90	80	70	60	50	40	30	20
Unit 4	100	90	80	70	60	50	40	30	20
Subject Award	400	360	320	280	240	200	160	120	80

APPENDIX 1

Unit 1 mark scheme

Mark	AO1-Listening
25 – 30	<ul style="list-style-type: none"> - Listen and respond with relevant contributions - Have a detailed understanding of different types of verbal language spoken by one or more speakers from the visual stimulus - Fully understand the main message and specific details which are communicated verbally - A comprehensive response to different types of verbal language spoken by one or more speakers
19 – 24	<ul style="list-style-type: none"> - Listen and respond with relevant contributions - To understand in some detail various forms of verbal language spoken by one or more of the speakers from the visual stimulus - Understand quite fully the main message and specific details which are communicated verbally - Respond fairly comprehensively to different types of verbal language spoken by one or more speakers
13 – 18	<ul style="list-style-type: none"> - Listen and respond with relevant contributions - Understand the different types of verbal language spoken by one or more speakers from the visual stimulus - Understand the main message and specific details which are communicated verbally - A simple response to different types of verbal language spoken by one or more speakers
7 – 12	<ul style="list-style-type: none"> - Listen to others and respond with some contributions - Understand a couple of different types of verbal language spoken by one or more speakers from the visual stimulus - Understand most of the main message and the most specific details that are communicated verbally - Very simple response to different types of verbal language spoken by one or more speakers
1 – 6	<ul style="list-style-type: none"> - Listen to others and make an effort to respond with a contribution now and again - Understand very few of the different types of verbal language spoken by one or more speakers from the visual stimulus - Understand a little of the main message and some specific details that are communicated verbally - An attempt to respond to different types of verbal language spoken by one or more speakers
0	<ul style="list-style-type: none"> - Inappropriate or no response

AA2 – SPEAKING – UNIT ONE

Mark	AO2 - Speaking
17 – 20	<ul style="list-style-type: none"> • Communicate and interact confidently and spontaneously, giving information from the visual stimulus, expressing and justifying opinion fully. • Use a wide range of strategies to support and sustain a conversation and discussion very successfully, contributing regularly • Use a wide range of language patterns very accurately and use a range of different tenses • Use appropriate tone, accurate pronunciation and clear intonation
13 – 16	<ul style="list-style-type: none"> • Communicate and interact spontaneously and with confidence, giving information from the visual stimulus and expressing and justifying opinion fully. • Use a range of strategies to support and sustain a conversation and discussion successfully, contributing regularly • Use a range of language patterns accurately and use different tenses • Use appropriate tone, accurate pronunciation and clear intonation.
9 – 12	<ul style="list-style-type: none"> • Communicate and interact with a little encouragement and with some confidence, giving information from the visual stimulus, expressing and justifying opinion quite fully • Use strategies to support and sustain a conversation and discussion, making contributions. • Use language patterns accurately and some variation of tense • Use appropriate tone, fairly accurate pronunciation and quite clear intonation
5 – 8	<ul style="list-style-type: none"> • Communicate and interact with a little encouragement, giving some information from the visual stimulus, expressing and justifying some opinion. • Use some strategies to support and sustain a conversation and discussion, making some contributions • Use simple language patterns accurately and an occasional variation of tense • Pronunciation of most words is accurate
1 – 4	<ul style="list-style-type: none"> • Respond to direct encouragement by giving occasional pieces of information from the visual stimulus and occasionally expressing opinion. • Use occasional strategies to support and sustain a conversation, making occasional contributions • Use simple language patterns fairly accurately • Pronunciation of the most words is fairly accurate
0	<ul style="list-style-type: none"> • Inappropriate or no response. The required information isn't communicated at all

APPENDIX 2

Unit 2 marking scheme

Mark	AO1 - Listening
8 - 10	<ul style="list-style-type: none"> - Listen to and interact with others very effectively - Understand in detail the contribution of others - Fully respond to the task with relevant and insightful contributions
6 – 7	<ul style="list-style-type: none"> - Listen to and interact with others effectively - Understand in detail the contribution of others - Respond quite fully to the task with relevant contributions
4-5	<ul style="list-style-type: none"> - Listen to and interact with others sufficiently - Understand in some detail the contribution of others - Respond to the task with some basic contributions
1 - 3	<ul style="list-style-type: none"> - Listen to and interact with others occasionally - Understand some of the contribution of others - An effort to respond to the task with some simple contributions now and again
0	<ul style="list-style-type: none"> - Inappropriate or no response

Mark	AO2 - Speaking
33 - 40	<ul style="list-style-type: none"> • Communicate and interact spontaneously and with great confidence, giving information, expressing and justifying opinion very fully. • Use a wide range of strategies to support and sustain a conversation and discussion very successfully, contributing very regularly. • Use a wide range of simple language patterns very accurately and use a range of different tenses • Use appropriate tone, pronunciation and exceptionally clear intonation.
25 - 32	<ul style="list-style-type: none"> • Communicate and interact spontaneously and with confidence, giving information, expressing and justifying opinion fully • Use a range of strategies to support and sustain a conversation and discussion successfully, contributing regularly • Use a range of simple language patterns accurately and use different tenses • Use appropriate tone, pronunciation and clear intonation.
17-24	<ul style="list-style-type: none"> • Communicate and interact with a little spontaneity and with some confidence, giving information, expressing and justifying opinion fairly fully • Use of strategies to support and sustain a conversation and discussion, making contributions. • Use simple language patterns accurately and some variation of tense • Use appropriate tone, pronunciation and fairly clear intonation.
9 - 16	<ul style="list-style-type: none"> • Communicate and interact with a little encouragement, giving a little information, expressing and justifying some opinion quite clearly • Use some strategies to support and sustain a conversation and discussion, making some contributions • Use simple language patterns quite accurately and an occasional variation of tense • Pronunciation of the majority of words is clear
1 - 8	<ul style="list-style-type: none"> • Respond to direct encouragement by giving occasional pieces of information and some opinion. • Use an occasional strategy to support and sustain a conversation, making an occasional contribution • Use simple language patterns fairly accurately • Pronunciation of the majority of words is fairly clear
0	<ul style="list-style-type: none"> • Inappropriate or no response. The required information is not communicated at all.