GCSE

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

Approved by Qualifications Wales

Specification

Teaching from 2025
For award from 2027

Version 5



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

Made for Wales.
Ready for the world.

WJEC would like to thank the students and teachers of Fitzalan High School, Cardiff and Llanwern High School, Newport for their participation in the creation of these covers.

This specification meets the requirements of the following regulatory documents published by Qualifications Wales:

- Made for Wales.pdf GCSE Qualification Approval Criteria which set out requirements for any new GCSE qualification Approved for teaching for the first time from September 2025 and beyond.
- Standard Conditions of Recognition which contains the rules that all awarding bodies and their qualifications must meet when offering qualifications to learners in Wales.
- Approval Criteria for GCSE Cymraeg Language and Literature which sets out the subject specific requirements for GCSE Welsh Language and Literature qualifications from September 2025 and beyond.

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SUMMARY OF AMENDMENTS

Version	Description	Page number
2	Corrected the length of the oral presentation	29
	Updated technical information	32
3	Terminal rule change	32 and 33
4	Terminal rule reference removed from 'Post-16 Candidates' section for clarity.	33
5	Tables added in section 3.2 and wording changed to clarify the availability of NEA tasks for different cohorts.	28 and 30
	Clarification of inclusion of non-assessed member(s) being included in group discussions	28 and 32

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GCSE CYMRAEG LANGUAGE AND LITERATURE

SUMMARY OF ASSESSMENT

Unit 1: Narrative **Written Examination: (1 hour 30 minutes)** **30% of the single award qualification (15% of the double award qualification)** **Set and marked by WJEC** **60 marks**	
Learners will study **one** novel from a choice of six. Learners will answer structured questions based on the text they have studied.	
Unit 2: Identity **Non-examination assessment: (5 hours and 15 minutes)** **Group Discussion** **20% of the single award qualification (10% of the double award qualification)** **Set by WJEC, marked by the Centre and moderated by WJEC** **40 marks**	
Learners will study visual text(s) and assess them in groups of 3.	
Unit 3: Attitudes **Non-examination assessment: (12 hours and 35 minutes)** **Written Task and Individual Oral Task** **20% of the single award qualification (10% of the double award qualification)** **Set by WJEC, marked by the Centre and moderated by WJEC** **60 marks**	
Learners are assessed on **two** tasks: Task 1 – poems – appreciation and comparison **30 marks** Task 2 – individual research presentation **30 marks**	
Single Award	**Double Award**
Unit 4a: Linguistic Connections (Single Award) **Written Examination: (1 hour 30 minutes)** **30% of qualification** **Set and marked by WJEC** **60 marks**	**Unit 4b: Linguistic Connections (Double Award)** **Written Examination: (2 hours)** **22.5% of qualification** **Set and marked by WJEC** **90 marks**
Reading – reading is assessed through a series of structured questions. This section will include a text editing task that will focus on understanding text at word, sentence and text level. Writing – **one** writing task from a choice of **two**.	Reading – reading is assessed through a series of structured questions. This section will include a text editing task that will focus on understanding text at word, sentence and text level. Writing – **two** tasks. **One** will be mandatory and the other from a choice of two.

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	Unit 5: Respond and Create **Non-examination assessment:** **Task 1 – 5 hours and 10 minutes** **Task 2 – one week for preparation and 3 hours to complete** **20% of qualification** **Group Discussion and Written Task** **Set by WJEC, marked by the Centre and moderated by WJEC** **60 marks**
	Learners are assessed on **two** tasks: Task 1: Responding and interacting. A group task based on written and/or visual stimuli provided by WJEC to stimulate discussion. **40 marks** Task 2: Creative writing based on the stimuli for task 1. **20 marks**
	Unit 6: Communicating Meaning **Written Examination**: **(1 hour 30 minutes)** **22.5% of qualification** **Set and marked by WJEC** **60 marks**
	Learners will study **three** short stories. Learners will answer structured questions on **one** of the short stories. Learners will compare the short story with a literary or non-literary text.

GCSE Cymraeg Language and Literature is a unitised, untiered qualification.

To gain the Single Award, candidates must sit Unit 1, Unit 2, Unit 3 and Unit 4a.

To gain the Double Award, candidates must sit Unit 1, Unit 2, Unit 3, Unit 4b, Unit 5 and Unit 6.

Unit 1, Unit 2 and Unit 3 will be available from summer 2026.

Unit 4b will be available for the first time in November 2026.

Unit 4a, Unit 5 and Unit 6 will be available for the first time in summer 2027.

First award of this qualification will be summer 2027.

Qualification Approval Numbers: C00/5087/0 (Single Award)

C00/4968/8 (Double Award)

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GCSE CYMRAEG LANGUAGE AND LITERATURE

1 INTRODUCTION

1.1 Aims

The GCSE Cymraeg Language and Literature qualification must support learners to be able to:

- 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
- read, watch and listen to a range of spoken and written texts, considering how language, register and style convey meaning
- understand the significance of purpose, audience, medium and context in communicating, expressing, understanding and responding to language
- express themselves in speaking and writing through clear, accurate, fluent and creative use of Cymraeg
- develop and apply knowledge and understanding of the vocabulary, grammar and uses of Cymraeg
- The qualification must also be designed to promote a positive and relevant experience of Cymraeg and Welsh Cultures.

These aims are set out in Qualifications Wales' Approval Criteria.

1.2 Curriculum for Wales

This GCSE Cymraeg Language and Literature qualification is underpinned by the Curriculum for Wales framework. It was designed to ensure that learners can continue to make progress towards the four purposes whilst studying for this qualification.

Central to this design are the principles of progression, along with the statements of what matters and those subject specific skills and concepts outlined in the 'Designing your Curriculum' section of the Languages, Literacy and Communication Area of Learning and Experiences.

In developing this qualification, we have considered where there are opportunities to embed the cross-cutting themes and where there are opportunities for integral and cross-curricular skills to be developed. Appendix A provides a simple mapping, and information to support teachers will be provided in the Guidance for Teaching.

We have also considered where the qualification can generate opportunities for integrating the learning experiences noted on page 24; the Guidance for Teaching will include further information on integrating these learning experiences into delivery.

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The GCSE Cymraeg Language and Literature qualification supports the Curriculum for Wales by:

- supporting the statements of what matters[1], 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 progression[2] 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 literature choice[3], giving learners the opportunity to:
  - experience relevant, engaging, authentic and challenging stimuli to inspire purposeful speaking and writing
  - experience a wealth of literature.

1.3 Prior Learning and Progression

Although prior learning is not one of the specific requirements, the qualification is primarily designed for learners aged 14-16. It therefore builds on the conceptual understanding developed by learners through their learning from ages 3-14.

The qualification allows learners to develop a strong foundation of knowledge, skills and understanding which supports progression to post-16 study and prepares learners for life, learning and work. The qualification provides a suitable foundation for the study of GCSE Cymraeg Language and Literature at either AS or A level. In addition, the specification provides a coherent, satisfying and worthwhile course of study for learners who do not progress to further study in this subject.

[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)

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1.4 Guided Learning Hours

The GCSE Cymraeg Language and Literature, Single Award Qualification has been designed to be delivered over a period of 120 – 140 guided learning hours. The GCSE Cymraeg Language and Literature, Double Award Qualification has been designed to be delivered over a period of 240 – 280 guided learning hours. They have been primarily designed as a 2-year programme for learners in years 10 and 11.

1.5 Use of language

As our understanding of diversity, equity, and inclusion evolves, so must our language. Updated terminology better reflects individual identities and fosters respect and accuracy. Language used should be specific as possible. Staying informed and adaptable is crucial, as inclusive language promotes dignity and equity. Recognising that language will continue to evolve, we will remain open to further amendments to ensure it accurately represents and supports all individuals. WJEC will inform centres of any amendments and the most up to date version of the specification will always be on the website.

1.6 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 access and 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.

Access arrangements and reasonable adjustments are made for eligible learners to enable them to access the assessments and demonstrate their knowledge and skills without changing the demands of the assessment.

Information on access arrangements and reasonable adjustments is found in the following document from the Joint Council for Qualifications (JCQ): Access Arrangements, Reasonable Adjustments and Special Consideration: General and Vocational Qualifications. This document is available on the JCQ website (www.jcq.org.uk).

We will be following the principles set out in this document and, as a consequence of provision for reasonable adjustments, very few learners will encounter a complete barrier to any part of the assessment.

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2 SUBJECT CONTENT

The 'Further Information' Column

The further information provided in the right-hand column uses the following sentence stems:

- 'learners should be able to' is used when learners will need to apply their knowledge and understanding.
- 'learners should understand' is used when learners need to demonstrate their knowledge and understanding rather than applying their knowledge, understanding or skills.
- 'learners will be required' is used to indicate the specific requirements of individual units.

The use of the phrase 'including' indicates that the specified content must be taught and may be subject to assessment.

Integrating Language and Literature

This qualification integrates Cymraeg Language and Literature. It is therefore important to be aware of the following presumptions:

- the term 'literature' is used in its broadest sense, to denote all written material whatever its purpose. It is not intended to denote only imaginative works of poetry or prose.
- learners will be required to analyse the literature they study from linguistic and literary perspectives in order to explore their impact and/or how they create meaning.
- as part of their learning, learners are expected to consider aspects of Cymraeg, using literature as a way of doing so. Vocabulary, grammar and syntax should be considered throughout the course, not only in the context of the learners' own work, but also in the context of the literature studied. Knowledge and understanding of Cymraeg will be assessed in examination units; the application of Cymraeg skills will be assessed in each unit.

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Unit 1

Narrative

Written examination: 1 hour 30 minutes
Set and marked by WJEC
30% of the single award (15% of the double award)
60 marks

Overview of unit

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 clearly and coherently.

Learners are encouraged to draw on their understanding of how narrative is conveyed by studying a novel, and applying it to their own writing. It is an opportunity for learners to understand how writers communicate meaning in literature, using language effectively to present their own ideas. This prepares learners to become more confident when adapting their writing in order to communicate meaning more effectively. Studying narrative will help learners become ethical, informed citizens of Wales and the world by appreciating different contexts and how they affect individuals and communities.

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Areas of content

1.1 Narrative	
In this unit learners will develop knowledge, skills and understanding in: 1.1.1 Appreciating content, themes, plot and character development 1.1.2 Identifying and appreciating the author's style 1.1.3 Presenting a personal and creative response to the novel 1.1.4 Writing clearly and coherently	
Content	Further Information
1.1.1 Appreciating content, themes, plot and character development	Learners will be required to study **one** novel from the following selection: • **#Helynt** Rebecca Roberts • **Jac** Guto Dafydd • **Llechi** Manon Steffan Ros • **Llyfr Glas Nebo** Manon Steffan Ros • **O Ran** Mererid Hopwood • **Tom** Cynan Llwyd (Note that centres have the freedom to choose different texts for different cohorts of learners). Learners should be able to: • recall detailed facts about the events and characters in a novel as they react to different situations • respond to a novel sensitively and in detail in order to appreciate the author's craft in forming the content, plot, themes and characters • discuss an author's motivation when writing a novel with reference to social, cultural and historical contexts and the use of themes when conveying ideas.
1.1.2 Identifying and appreciating the author's style	Learners should be able to: • analyse form, layout and atmosphere along with the stylistic features used by the author • analyse an author's craft to describe characters, themes and atmosphere of scenes • use terms used in literary criticism.
1.1.3 Presenting a personal and creative response to the novel	Learners should be able to • demonstrate good knowledge of the original text and be able to apply the knowledge to their creative work • convince and engage the audience • write from a character's point of view while responding to events in a personal manner.
1.1.4 Writing clearly and coherently	Learners should be able to: • write in an accurate, clear and refined manner, demonstrating a range of language resources.

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Unit 2

Identity

Non-examination assessment
Group Discussion: (up to 15 minutes)
Visual text: (at least 1 hour)
20% of the single award (10% of the double award)
Set by WJEC, marked by the Centre and moderated by WJEC
40 marks

Overview of unit

The purpose of this unit is to:

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

The focus of the unit will be to consider and appreciate how the optional visual text develops and to communicate the sense of identity in accordance with the question released by WJEC. This can focus on either local or wider Welsh contexts. Learners are offered opportunities to reflect on their own 'cynefin' or to discover new and diverse contexts. The study of Identity will help learners to become ethical citizens, who are knowledgeable about their own culture, community and society and also the wider Welsh society.

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Areas of content

2.1 Identity	
In this unit, learners will gain knowledge and understanding of the following areas: 2.1.1 Appreciating content, themes, plot/narrative and character development 2.1.2 Identifying and appreciating film techniques, and dialogue 2.1.3 Developing oracy skills	
Content	Further Information
2.1.1 Appreciating content, themes, plot/narrative and character development	Learners should be able to: • demonstrate knowledge of the visual text and present evidence with reference to social, cultural and historical contexts, specific scenes, and quote appropriately • discuss the plot/narrative of the visual text • demonstrate understanding and analyse the characters • demonstrate an understanding of the development of themes • discuss how the above aspects contribute to the creation of diverse identities. Learners will be required to: • participate in a group discussion up to 15 minutes in length • speak and listen in groups of 3 • focus their discussion of identity in the optional visual text in relation to the question released by WJEC. Centres will have a free choice of visual text. The visual text should be at least an hour long. (Note that centres have the freedom to choose different texts for different cohorts of learners).

2.1.2 identifying and appreciating film techniques, and dialogue	Learners should be able to:
	• identify and appreciate film techniques including those detailed below:
	  • camera work and technique
	  • music and sound
	  • lighting
	  • costume and make-up
	• discuss the use of dialogue
	• discuss how the film techniques and the use of dialogue contribute to the creation of diverse identities.

2.1.3 Developing oracy skills	Learners should be able to: • demonstrate that they are able to engage in spoken activities with others in order to appreciate visual text and confirm a viewpoint • use a variety of sentence structures for clarity, purpose and effect, with correct grammar and expression • use visual text appreciation terms.

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Unit 3

Attitudes

Non-examination assessment
Written Task: (500 – 1,500 words)
Individual oral task: (up to 5 minutes in length)
20% of the single award (10% of the double award)
Set by WJEC, marked by the Centre and moderated by WJEC
60 marks

Overview of unit

The purpose of this unit is to:

- respond to poems in order to appreciate their content and message/theme
- identify and appreciate poetic metres and styles
- present a personal response to the poems
- select information and present it orally as an individual.

The unit encourages learners to engage with the attitudes poets have towards a particular theme. Learners will be able to see how attitudes can change over time and to appreciate a variety of styles of communicating opinions and information. They will also be able to develop their own independent views through the opportunities for speaking and writing. Learners will be able to understand and develop empathy for different attitudes, cultures and beliefs in order to become ethical, informed citizens of Wales and the world.

Areas of content

3.1 Attitudes	
In this unit, learners will gain knowledge and understanding of the following areas: 3.1.1 Responding to poems in order to appreciate their content and message and theme 3.1.2 Recognising and appreciating poetic metres and styles 3.1.3 Presenting a personal response to the poems 3.1.4 Selecting and presenting information for an individual presentation	
Content	Further Information
3.1.1 Responding to poems in order to appreciate their content and message and theme	Learners should be able to: • show understanding of the content of the poems in terms of vocabulary, phrases, dialect, the literal meaning of lines and to interpret meaning which is implicit in a text • select relevant information about the poets' background and draw conclusions about the messages and intention of the poems and the poets' attitudes towards the theme • identify the ways in which the poems relate to the theme and make connections between specific lines/verses and that particular theme • demonstrate the skill of purposefully quoting or referencing to support the above points.

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	Learners will be required to respond to: • at least 6 poems in response to a theme set by WJEC. (Learners will select 3 poems to appreciate and compare, making synoptic comparisons with the other 3 poems) • poems by at least 3 poets including 1 20th century poet and 1 21st century poet • strict metre, free metre and vers libre poems. (Note that centres are free to choose different poems and/or poets for different cohorts of learners).
3.1.2 Recognising and appreciating poetic metres and styles	Learners should be able to: • use literary terms confidently • appreciate the metre and style which characterise the poems and comment on their suitability for the content and message of the poem • develop the skill of using quotes in a purposeful way in order to confirm understanding of the metre and styles.
3.1.3 Presenting a personal response to the poems	Learners should be able to: • respond in a personal way to poems studied, offering an opinion on their background, content, style and message • deal with the suitability and relevance of the poems to the set theme and the poets' attitudes towards it • respond using correct grammar and expression.
3.1.4 Selecting and presenting information for an individual presentation	Learners should be able to: • undertake independent research, conduct extensive reading and collect information on a set theme • consider and come to understand the perspectives of others on the theme • consider and discuss the reliability and validity of sources and evidence • develop personal perspectives based on evidence collected • present in a confident and natural way, making subtle use of notes and concise bullet points • display a rich vocabulary which is relevant to the field in question with correct grammar and expression • structure points in a way which is clear and coherent • consider the audience by varying the intonation of the voice and sentence patterns in order to maintain the interest of listeners • make use of rhetorical techniques such as speaking metaphorically, using humour and irony to explain a point of view or explain information • pay attention to the pace of speech and use body language and eye contact in order to get points across and present information coherently. Learners will be required to: • speak for 5 minutes (in response to the theme set by WJEC).

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Unit 4a (Single Award Qualification only)

Linguistic Connections (single award only)
Written examination: 1 hour 30 minutes
Set and marked by WJEC
30% of qualification
60 marks

Overview of unit

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).

Learners will explore linguistic connections between texts they read and work that they produce in this unit. By responding to a variety of texts and exploring the linguistic connections, they are offered opportunities to develop an understanding of different perspectives along with the purpose of the texts. Learners are encouraged to become more mature in their understanding of texts and in expressing themselves through language and thereby become effective communicators.

Areas of content

4.1 Linguistic Connections (single award only)	
In this unit, learners will gain knowledge and understanding of the following areas: 4.1.1 Respond to and analyse a wide variety of written texts (continuous and non-continuous) 4.1.2 Combine and summarise information 4.1.3 Write effectively for different purposes and audiences, and in different forms (literary and non-literary)	
Content	Further Information
4.1.1 Responding to and analysing a wide variety of written texts (continuous and non-continuous)	Learners should be able to: • understand and respond to literary and non-literary texts recalling relevant details • analyse and evaluate various texts including how they present information, ideas or themes through choice of language, form, techniques and grammatical and structural features.
4.1.2 Combining and summarising information	Learners should be able to: • combine and summarise information from a variety of texts • use various reading methods and respond in different ways to a variety of continuous and non-continuous texts • use skills to gather, interpret and connect ideas • paraphrase, summarise and interpret the texts effectively.

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4.1.3 Writing effectively for different purposes and audiences, and in different forms (literary and non-literary)	Learners should be able to:
	• submit **one** written task, from a choice of two, for different purposes and audiences and in different forms, including:
	  • newspaper report
	  • recollections
	  • speech
	  • news bulletin
	  • press release
	  • diary
	  • email
	  • soliloquy
	  • portrayal
	  • story
	  • writing about experiences
	• using a range of sentence structures / appropriate grammar, correct punctuation and spelling
	• writing in an accurate manner when proofreading and correcting and/or translating short text.

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Unit 4b (Double Award Qualification only)

Linguistic Connections (double award only)
Written examination: 2 hours
Set and marked by WJEC
22.5% of the qualification
90 marks

Overview of unit

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).

Learners will explore linguistic connections between texts they read and work that they produce within this unit. By responding to a variety of texts and exploring the linguistic connections, they are offered opportunities to develop an understanding of different perspectives along with the purpose of the texts. Learners are encouraged to become more mature in their understanding of texts and in expressing themselves through language and thereby become effective communicators.

Areas of content

4.1	
In this unit, learners will gain knowledge and understanding of the following areas: 4.1.1 Respond to and analyse a wide variety of written texts (continuous and non-continuous) 4.1.2 Combine and summarise information 4.1.3 Write effectively for different purposes and audiences, and in different forms (literary and non-literary)	
Content	Further Information
4.1.1 Responding to and analysing a wide variety of written texts (continuous and non-continuous)	Learners should be able to: • understand and respond to literary and non-literary texts recalling relevant details • analyse and evaluate various texts including how they present information, ideas or themes through choice of language, form, techniques and grammatical and structural features.
4.1.2 Combining and summarising information	Learners should be able to: • combine and summarise information from a variety of texts • use various reading methods and respond in different ways to a variety of continuous and non-continuous texts • use skills to gather, interpret and connect ideas • paraphrase, summarise and interpret the texts effectively.

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4.1.3 Writing effectively for different purposes and audiences, and in different forms (literary and non-literary)	Learners should be able to:
	• submit **two** written tasks for different purposes and audiences and in different forms, including:
	  • newspaper report
	  • recollections
	  • speech
	  • news bulletin
	  • press release
	  • diary
	  • email
	  • soliloquy
	  • portrayal
	  • story
	  • writing about experiences
	  the first task will be a mandatory task and the second task will be from a choice of two
	• using a range of sentence structures / appropriate grammar, correct punctuation and spelling
	• writing in an accurate manner when proofreading and correcting and/or translating short text.

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Unit 5 (Double Award Qualification only)

Respond and Create (double award only)
Non-examination assessment
A group discussion based on printed stimulus materials: (up to 10 minutes)
A written creative task based on printed stimulus materials: (500 – 1,000 words)
20% of qualification
Set by WJEC, marked by the Centre and moderated by WJEC
60 marks

Overview of unit

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 order to communicate clearly and effectively, adjusting the tone and forms and choosing a vocabulary and style that is appropriate to the task.

In this unit learners are encouraged to develop their analytical skills when responding to a variety of printed stimulus materials used to stimulate their discussions. They will have the opportunity to develop their views, summarise information and communicate confidently when speaking. Alongside this they will get the opportunity to develop their creativity by experimenting with various writing styles. Learners are encouraged to speak and respond effectively in the group discussion and to pen a creative writing task inspired by one of the printed stimulus materials. Opportunities to speak and write will inspire learners to become critical thinkers and creative contributors as they respond to a range of stimulating materials.

Areas of content

5.1 Respond and Create	
In this unit, learners will gain knowledge and understanding of the following areas: 5.1.1 Listening and responding to each other's views 5.1.2 Interacting with others asking questions and gathering ideas 5.1.3 Using spoken and written language to ensure clarity, purpose and impact with correct grammar and expression 5.1.4 Writing in a creative way to communicate clearly and effectively adjusting tone and forms and choosing vocabulary and style that is appropriate to the task.	
Content	Further Information
5.1.1 Listening and responding to each other's views	Learners should be able to: • understand ideas and information, recall relevant details and mediate by paraphrasing, summarising and interpreting main points • draw conclusions, including noting opinions and purposes • express rational opinions and ideas, draw conclusions and support them with relevant evidence • engage constructively with different texts, ideas and perspectives • understand and use linguistic and literary terminology.

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	Learners will be required to do the following: • respond to printed stimulus materials released by WJEC (WJEC will provide centres with three options of printed stimulus materials.) • participate in a group discussion up to 10 minutes in length • speak and listen in groups of 3. Different cohorts of learners within a centre may choose a different printed stimulus to prompt their discussions.
5.1.2 Interacting with others asking questions and gathering ideas	Learners should be able to: • critically analyse and evaluate the content of the texts and viewpoints, including how they present information, ideas, or themes through choice of language, form, techniques and grammatical and structural features • relate what they read to its social, cultural, geographical and historical context and consider how this informs interpretation • carry out research to inform understanding of a subject, consider and discuss the reliability and validity of sources and evidence.
5.1.3 Using spoken and written language to ensure clarity, purpose and impact with correct grammar and expression	Learners should be able to: • understand and use linguistic and literary terminology to communicate information, understanding, ideas, opinions and feelings in a clear and accurate manner • draw conclusions and support them with relevant evidence.

5.1.4 Writing in a creative way to communicate clearly and effectively adjusting tone and forms and choosing vocabulary and style that is appropriate to the task	Learners should be able to:
	• use a range of literary and linguistic strategies and techniques to engage readers
	• develop extended responses over time, through planning, drafting, evaluating and refining their work.
	
	Learners should understand:
	• how to choose and adapt language, sentence structure, grammar and syntax suitable for a variety of audiences and purposes, including formal and informal contexts.
	
	Learners will be required to:
	• pen a creative task that stems from one of the printed stimulus materials released by WJEC (between 500 and 1,000 words)
	• choose one of the following forms:
	  • a blog
	  • diary
	  • portrayal
	  • script
	  • story
	  • soliloquy

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Unit 6 (Double Award Qualification only)

Communicating Meaning (double award only)
Written examination: 1 hour 30 minutes
Set and marked by WJEC
22.5% of the qualification
60 marks

Overview of unit

The purpose of this unit is to:

- appreciate content, themes, plot and character development
- respond to and analyse a variety of literary/non-literary written forms/styles
- compare and summarise information.

Learners are encouraged to draw on their understanding of how meaning is conveyed by studying a collection of short stories and various unseen texts. These can be both literary and non-literary texts. Learners will be able to compare how various forms of texts convey meaning in terms of content and style. It is an opportunity for learners to recognise and appreciate how authors convey meaning and capture the audience's attention across a range of written forms. These experiences encourage learners to develop an understanding of the purpose and function of various texts and to develop confidence in expressing themselves through language.

Areas of content

6.1

In this unit, learners will gain knowledge and understanding of the following areas:

6.1.1 Responding critically to a short story in order to appreciate content, themes, plot and character development
6.1.2 Identifying and appreciating authors' style
6.1.3 Responding to the social, cultural and historical contexts of the texts and how they can inform different viewpoints and perspectives
6.1.4 Responding critically to various texts

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Content	Further information
6.1.1 Responding critically to a short story in order to appreciate content, themes, plot and character development	Learners will be required to study the following **three** short stories: • **Plant** Dylan Iorwerth • **Torri Arferiad?** Gwenno Davies • **Yr Wy** Caryl Lewis. An extract from **one** of the short stories above will feature in the examination paper. Centres will not know in advance which short story will feature in the examination paper. Learners should be able to: • recall detailed facts about the events and characters in the short stories as they respond to different situations • respond to the short stories in a sensitive and detailed way in order to appreciate the authors' craft in forming the content, themes, plot and characters • discuss the authors' motivation in writing the short stories and the use of themes when communicating ideas.
6.1.2 Recognising and appreciating authors' style	Learners should be able to: • analyse form, layout and atmosphere along with the stylistic features used by the authors • use terms used in literary criticism • use a range of strategies to identify meaning across the texts • evaluate content and the impact of language choices and techniques on the reader using a sound selection of relevant textual details.
6.1.3 Responding critically to various texts	Learners should be able to: • respond critically to what they have read, considering the content, language and style • write in an accurate, clear and refined manner, demonstrating a range of language resources.
6.1.4 Responding to the social, cultural and historical contexts of texts and how they can inform different viewpoints and perspectives	Learners should be able to: • read empathetically to respect and critically evaluate the perspectives held by different people, using them to form their own considered conclusions • appreciate texts, showing empathy in evaluating different interpretations of that text, including their own.

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Opportunities for integration of learning experiences

The GCSE Cymraeg Language and Literature qualification creates opportunities to develop the following experiences (the experiences will not be directly assessed):

- explore and respond to local and wider Welsh contexts
- study texts that spark the imagination and inspire creativity
- consider content and materials that reflect the diversity of our society and the wider world
- read and listen to variations in language (register, accents, dialect, etc.)
- use an understanding of authors' craft and form conventions to inform the creation of their own oral and written texts
- develop creative responses in a range of written and oral contexts
- translanguage or mediate from one language to another
- use digital technology whilst completing the qualification
- develop cross-curricular and integral skills.

The Guidance for Teaching will include further information on the opportunities provided by the qualification for teachers/centres to integrate these learning experiences into the delivery of the qualification.

For opportunities to develop cross-cutting themes, cross-curricular skills and integral skills please see Appendix A.

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3 ASSESSMENT

The Assessment Pack will include all detailed information relating to assessment.

3.1 Assessment objectives and weightings

Below are the assessment objectives for this specification. Learners must:

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.

AO2

Expression and communication

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.

The table below shows the weighting of each assessment objective for each unit in the single award qualification.

	AO1	AO2	Total
Unit 1	20%	10%	30%
Unit 2	10%	10%	20%
Unit 3	10%	10%	20%
Unit 4a	10%	20%	30%
Overall weighting	**50%**	**50%**	**100%**

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The table below shows the weighting of each assessment objective for each unit in the double award qualification.

	AO1	AO2	Total
Unit 1	10%	5%	15%
Unit 2	5%	5%	10%
Unit 3	5%	5%	10%
Unit 4b	7.5%	15%	22.5%
Unit 5	10%	10%	20%
Unit 6	12.5%	10%	22.5%
Overall weighting	**50%**	**50%**	**100%**

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3.2 Overview of the arrangements for non-examination assessment

Unit 2: Overview

For this assessment, learners are required to:

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

Questions may be based on:

- characters
- plot/narrative
- themes.

The question is released in the first week of April and is first assessed in the following academic year. The question remains live for a two year cycle, applying to two cohorts and offering two March submission opportunities per cohort. Centres are required to ensure they use the correct question for each series.

NEA released	Cohort	Cohort dates *(Y10 start to Y11 end)*	Submission opportunities
Apr 2025	Cohort 1	Sept 2025 – Aug 2027	Mar 2026, Mar 2027
Apr 2025 (amended version)	Cohort 2	Sept 2026 – Aug 2028	Mar 2027, Mar 2028
Apr 2027	Cohort 3	Sept 2027 – Aug 2029	Mar 2028, Mar 2029
	Cohort 4	Sept 2028 – Aug 2030	Mar 2029, Mar 2030
Apr 2029	Cohort 5	Sept 2029 – Aug 2031	Mar 2030, Mar 2031
	Cohort 6	Sept 2030 – Aug 2032	Mar 2031, Mar 2032
Apr 2031	Cohort 7	Sept 2031 – Aug 2033	Mar 2032, Mar 2033
	Cohort 8	Sept 2032 – Aug 2034	Mar 2033, Mar 2034

Undertaking the task

Teachers should release the assessment task to learners approximately **5 hours** before they are expected to undertake the task. This does not include the time required to prepare the texts with the learners.

Learners are allowed to take into the assessment up to **one** side of an A4 page containing short bullet points (size 11 font or above) that they have prepared in advance. The bullet points may contain relevant citations. The page must be submitted with the recording of the assessment task.

A non-assessed member(s), for example a teacher or teaching assistant, can be included as a member of group discussions in cases of absenteeism/special requirements.

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The role of the teacher during the oral discussion
During the group discussion the teacher should provide the group with an opportunity to have an independent discussion.

Teacher support should be limited to an explanation of the tasks. If a teacher intervenes, for example to provide encouragement to a learner, then this should be noted and taken into account when assessing.

If necessary, the teacher should:
- stimulate a discussion
- encourage a change of direction for the discussion
- ask the learner to provide evidence to confirm ideas or develop an argument
- ensure that every learner has an opportunity to respond.

Unit 3: Overview

For this assessment, learners are required to:

Task 1: Appreciate and Compare Poems
- respond to at least **6** poems
- respond to poems by at least **3** poets including **1** 20th century poet and **1** 21st century poet
- respond to strict metre, free metre and vers libre poems.

Task 2: Individual Presentation
- speak for **5** minutes (in response to a theme set by WJEC).

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Task 1

Undertaking the task
WJEC will release a question involving a specific theme. The theme is released in the first week of April and is first assessed in the following academic year. The theme remains live for a four year cycle, applying to four cohorts and offering two March submission opportunities per cohort. Centres are required to ensure they use the correct theme for each series.

NEA released	Cohort	Cohort dates *(Y10 start to Y11 end)*	Submission opportunities
Apr 2025	Cohort 1	Sept 2025 – Aug 2027	Mar 2026, Mar 2027
Apr 2025 (amended version)	Cohort 2	Sept 2026 – Aug 2028	Mar 2027, Mar 2028
Apr 2025 (amended version)	Cohort 3	Sept 2027 – Aug 2029	Mar 2028, Mar 2029
Apr 2025 (amended version)	Cohort 4	Sept 2028 – Aug 2030	Mar 2029, Mar 2030
Apr 2029	Cohort 5	Sept 2029 – Aug 2031	Mar 2030, Mar 2031
Apr 2029	Cohort 6	Sept 2030 – Aug 2032	Mar 2031, Mar 2032
Apr 2029	Cohort 7	Sept 2031 – Aug 2033	Mar 2032, Mar 2033
Apr 2029	Cohort 8	Sept 2032 – Aug 2034	Mar 2033, Mar 2034

Teachers should give the task to the learners approximately **5 hours** before they are expected to undertake the task. This does not include the time required to prepare the texts with the learners.

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.

Learners are allowed to take into the assessment up to **one** side of an A4 page containing short bullet points (size 11 font or above) that they have prepared in advance. Short bullet points including relevant examples and quotes are permitted for the task. Learners should be allowed to use dictionaries/thesaurus when completing the task.

Candidates are not permitted to consult each other.

2 hours 30 minutes are allocated to complete the task.

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Task 2

Task setting:
For this task, centres should give learners the opportunity to participate individually, by presenting information on any aspect or aspects relating to the theme in Task 1. The learner has the freedom to choose the aspect or aspects discussed. An individual presentation is expected to last up to **5** minutes, including responding to questions from the audience.

Undertaking the task
Learners should be given **5 hours** to prepare for the task beforehand.

Teachers can offer guidance and general advice to learners with regard to completing the task.

Learners can:
- use objects or images as an aid when presenting information on their chosen subject
- 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 role of the teacher
During the individual researched presentation, the teacher should:
- give learners the opportunity to present independently
- ensure that the learner does not read their presentation
- interrupt or encourage only when necessary
- manage questions directed towards the learner.

Unit 5: Overview

For this assessment, learners are required to:

Task 1: Respond and Interact
- respond to printed stimulus materials set by WJEC
- participate in a group discussion up to **10** minutes in length
- speak and listen in groups of **3**.

Task 2: Creative Writing
- pen a creative task that stems from the printed stimulus materials (between 500 and 1,000 words)
- choose **one** of the following forms:
  - a blog
  - diary
  - portrayal
  - script
  - story
  - soliloquy.

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Task 1

Undertaking the task

WJEC will release printed stimulus materials annually. Centres are required to ensure they use the correct materials for each series.

Teachers should give the task to the learners approximately **5 hours** before they are expected to undertake the task. This does not include the time required to discuss the printed stimulus materials with learners.

Learners should be asked to discuss their chosen topic and express their personal opinions. They should be allowed to do so fairly independently, although the occasional interruption can be made to move the discussion forward.

A non-assessed member(s), for example a teacher or teaching assistant, can be included as a member of group discussions in cases of absenteeism/special requirements.

The role of the teacher

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

The teacher's support should be limited to explaining tasks only. If, for example, a teacher intervenes to prompt a learner, this should be noted and taken into account when assessing.

If needed the teacher should:

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

Task 2

Undertaking the task

Teachers should give the task to the learners approximately **1 week** before they are expected to undertake the task. During the creation stage teachers can discuss and offer general advice to the learners. Learners are allowed to revise and redraft work. Learners are allowed to complete the task electronically. A maximum of 3 hours are allowed for the completion of the task.

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4 MALPRACTICE

Before the course starts, the teacher is responsible for informing candidates of WJEC's regulations concerning malpractice. Candidates must not take part in any unfair practice in the preparation of work for GCSE Cymraeg Language and Literature.

Information regarding malpractice is available in our Guide to preventing, reporting and investigating malpractice.

All cases of suspected or actual malpractice must be reported immediately to WJEC (malpractice@wjec.co.uk). If candidates commit malpractice, they may be penalised or disqualified from the examinations.

In all cases of malpractice, centres are advised to consult the JCQ booklet Suspected Malpractice: Policies and Procedures.

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5 TECHNICAL INFORMATION

5.1 Entries and Awards

This is a unitised qualification. Candidates are entered for each unit separately.

Non-examination assessment opportunities (Unit 2, Unit 3 and Unit 5) will only be available in the summer series each year, while examination assessment opportunities (Unit 1, Unit 4a, Unit 4b and Unit 6) will be available in the summer series and in November each year, until the end of the life of the specification. Please note that November cash-in is only available to post-16 candidates.

Unit 1, Unit 2 and Unit 3 will first be available in summer 2026.

Unit 4b will be available for the first time in November 2026.

Unit 4a, Unit 5 and Unit 6 will be available for the first time in summer 2027.

Pre-16 Candidates (i.e. candidates who are 16 or under on 31st August in the academic year in which they were entered)

The terminal rule is set at 30% of the overall qualification for Pre-16 Candidates for GCSE Cymraeg Language and Literature (Double Award and Single Award) and this must include an examination.

If the assessment being re-taken contributes to the 30% terminal rule requirement, the marks for the new assessment will count regardless of previous results in that assessment.

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 30% of the assessment for a qualification in the series in which they are cashing in.

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 examination units taken prior to the fresh start can be used in aggregating the new grade(s).

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 in the final resit series.

Marks for non-examination assessment may be used for the life of the specification.

Post-16 Candidates (i.e. candidates who are 16 or over on 1st September in the academic year in which they are entered)

There is no terminal rule that applies to Post-16 Candidates for GCSE GCSE Cymraeg Language and Literature (Double Award and Single Award).

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There is no limit on the number of times candidates can resit an individual unit; however, the better uniform mark score from only the two most recent attempts will be used in calculating the final overall grade.

The 'fresh start' rule does not apply to post-16 candidates.

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 in the final resit series.

Marks for non-examination assessment may be used for the life of the specification.

Conversion of a Double Award result to a Single Award result

Post-16* candidates can request the conversion of a Double Award result to a Single Award result.

The rules regarding this conversion are:

- A post-16* candidate must have cashed-in for the Double Award before a request for a conversion can be made for the Single Award.
- Performance in Unit 4b of the Double Award will be used as a proxy for Unit 4a of the Single Award for the purposes of this conversion.
- This route is not permissible for pre-16* candidates.
- A request can be made by a centre for a conversion for the lifetime of the specification.
- A centre must obtain candidate permission and ensure their eligibility before submitting a request for a conversion.
- Candidates will not be able to do the following:
  i) use unit 4a for the Double Award cash-in
  ii) convert from a Single Award result to a Double Award result.
- Candidates cannot receive a result for both the Single Award and Double Award in a single series.

* Candidates who have cashed in in the summer of year 11 but aren't 16 are eligible.

Approved conversions rescind the Double Award result and issues a candidate a new Single Award result.

The procedures for requesting a conversion will be available to centres prior to the first award.

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The entry codes appear below:

		Entry codes
Unit 1	Narrative - #Helynt	3030NA
Unit 1	Narrative - Jac	3030NB
Unit 1	Narrative - Llechi	3030NC
Unit 1	Narrative - Llyfr Glas Nebo	3030ND
Unit 1	Narrative - O Ran	3030NE
Unit 1	Narrative - Tom	3030NF
Unit 2	Identity	3030N2
Unit 3	Attitudes	3030N3
Unit 4a (Single)	(Single Award) Linguistic Connections	3030NG
Unit 4b (Double)	(Double Award) Linguistic Connections	3030NH
Unit 5 (Double)	Respond and Create	3030N5
Unit 6 (Double)	Communicating Meaning	3030N6
WJEC GCSE Cymraeg Language and Literature (Single Award)		3030CS
WJEC GCSE Cymraeg Language and Literature (Double Award)		3030CD

The current edition of our Entry Procedures and Coding Information gives up-to-date entry procedures.

5.2 Grading, awarding and reporting

GCSE qualifications are reported on an eight point scale from A*-G, where A* is the highest grade. GCSE double award qualifications are reported on an eight-point scale from A*A* - GG, where A*A* is the highest grade. Results not attaining the minimum standard for the award will be reported as U (unclassified).

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

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Single Award:

Unit	MAX.	A*	A	B	C	D	E	F	G
1	120	108	96	84	72	60	48	36	24
2	80	72	64	56	48	40	32	24	16
3	80	72	64	56	48	40	32	24	16
4a	120	108	96	84	72	60	48	36	24

Unit	MAX.	A*	A	B	C	D	E	F	G
Total	400	360	320	280	240	200	160	120	80

Double Award:

Unit	MAX.	A*	A	B	C	D	E	F	G
1	120	108	96	84	72	60	48	36	24
2	80	72	64	56	48	40	32	24	16
3	80	72	64	56	48	40	32	24	16
4b	180	162	144	126	108	90	72	54	36
5	160	144	128	112	96	80	64	48	32
6	180	162	144	126	108	90	72	54	36

Unit	MAX.	A*A*	AA	BB	CC	DD	EE	FF	GG
Total	800	720	640	560	480	400	320	240	160

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Appendix A: Opportunities for embedding elements of the Curriculum for Wales

Curriculum for Wales Strands	Unit 1	Unit 2	Unit 3	Unit 4a	Unit 4b	Unit 5	Unit 6
Cross-cutting themes							
Local, National & International Contexts	✓	✓	✓	✓	✓	✓	✓
Sustainability aspect of Local, National and International Contexts		✓	✓	✓	✓	✓	
Relationships and Sexuality Education	✓	✓	✓	✓	✓	✓	✓
Human Rights		✓	✓	✓	✓	✓	
Diversity		✓	✓	✓	✓	✓	
Careers and Work-Related Experiences			✓	✓	✓	✓	
Cross-curricular skills - Literacy							
Listening		✓				✓	
Reading	✓		✓	✓	✓	✓	✓
Speaking		✓	✓			✓	
Writing	✓		✓	✓	✓	✓	✓

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Curriculum for Wales Strands	Unit 1	Unit 2	Unit 3	Unit 4a	Unit 4b	Unit 5	Unit 6
Cross-curricular skills - Numeracy							
Developing Mathematical Proficiency							
Understanding the number system helps us to represent and compare relationships between numbers and quantities							
Learning about geometry helps us understand shape, space and position and learning about measurement helps us quantify in the real world							
Learning that statistics represent data and that probability models chance helps us make informed inferences and decisions							

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Curriculum for Wales Strands	Unit 1	Unit 2	Unit 3	Unit 4a	Unit 4b	Unit 5	Unit 6
Digital competency							
Citizenship	✓	✓	✓	✓	✓	✓	✓
Interacting and Collaborating		✓	✓			✓	
Producing							
Data and Computational Thinking							
Integral Skills							
Creativity and Innovation	✓	✓	✓	✓	✓	✓	✓
Critical Thinking and Problem Solving	✓	✓	✓	✓	✓	✓	✓
Planning and Organisation	✓	✓	✓	✓	✓	✓	✓
Personal Effectiveness	✓	✓	✓	✓	✓	✓	✓

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