

GCSE Examiners' Report

WELSH SECOND LANGUAGE
GCSE
Summer 2025

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Introduction

Our Principal Examiners' report provides valuable feedback on the recent assessment series. It has been written by our Principal Examiners and Principal Moderators after the completion of marking and moderation, and details how candidates have performed in each unit.

This report opens with a summary of candidates' performance, including the assessment objectives/skills/topics/themes being tested, and highlights the characteristics of successful performance and where performance could be improved. It then looks in detail at each unit, pinpointing aspects that proved challenging to some candidates and suggesting some reasons as to why that might be.¹

The information found in this report provides valuable insight for practitioners to support their teaching and learning activity. We would also encourage practitioners to share this document – in its entirety or in part – with their learners to help with exam preparation, to understand how to avoid pitfalls and to add to their revision toolbox.

Further support

Document	Description	Link
Professional Learning / CPD	WJEC offers an extensive programme of online and face-to-face Professional Learning events. Access interactive feedback, review example candidate responses, gain practical ideas for the classroom and put questions to our dedicated team by registering for one of our events here.	https://www.wjec.co.uk/home/professional-learning/
Past papers	Access the bank of past papers for this qualification, including the most recent assessments. Please note that we do not make past papers available on the public website until 12 months after the examination.	Portal by WJEC or on the WJEC subject page
Grade boundary information	Grade boundaries are the minimum number of marks needed to achieve each grade. For unitised specifications grade boundaries are expressed on a Uniform Mark Scale (UMS). UMS grade boundaries remain the same every year as the range of UMS mark percentages allocated to a particular grade does not change. UMS grade boundaries are published at overall subject and unit level. For linear specifications, a single grade is awarded for the subject, rather than for each unit that contributes towards the overall grade. Grade boundaries are published on results day.	For unitised specifications click here: Results, Grade Boundaries and PRS (wjec.co.uk)

¹ Please note: where overall performance on a question/question part was considered good, with no particular areas to highlight, these questions have not been included in the report.

Exam Results Analysis	WJEC provides information to examination centres via the WJEC Portal. This is restricted to centre staff only. Access is granted to centre staff by the Examinations Officer at the centre.	Portal by WJEC
Classroom Resources	Access our extensive range of FREE classroom resources, including blended learning materials, exam walk-throughs and knowledge organisers to support teaching and learning.	https://resources.wjec.co.uk/
Bank of Professional Learning materials	Access our bank of Professional Learning materials from previous events from our secure website and additional pre-recorded materials available in the public domain.	Portal by WJEC or on the WJEC subject page.
Become an examiner with WJEC.	We are always looking to recruit new examiners or moderators. These opportunities can provide you with valuable insight into the assessment process, enhance your skill set, increase your understanding of your subject and inform your teaching.	Become an Examiner WJEC

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Executive Summary

Unit 1 and Unit 2 Non-Exam Assessments

This year was the sixth time that Unit 1 had been assessed, and the fifth time that Unit 2 had been assessed. There has been a decrease in the number of applicants registered for Unit 1 and Unit 2 this year compared to 2024. 61.6% of the candidates registered for Unit 1 were aged 15 and 37.2% were aged 16, while the majority of candidates registered for Unit 2 (87.9%) were aged 16.

Unit 1 assessments were carried out this year on 18-20 March, with 12 specific papers across the six assessment periods. Unit 2 assessments were carried out this year on 25-27 March, with 18 specific papers across the six assessment periods. There was a fair cross-section of topics during the assessment periods based on the three broad themes in the specification, which are employment, Wales and the world and youth.

The Unit 1 Chief Moderator noted that this year's popular choices from the range of topics included discussing fitness, school uniform, music, moving house, GCSE exams and winning five million, while the Unit 2 Chief Moderator identified some, such as 'Fy ardal i. Y lle gorau', 'Ydy ffitrwydd yn bwysig i ti?', 'Mae hi'n anodd bod yn ifanc,'Ffrindiau da – ffrindiau am oes', 'Chwaraeon. Faint wyt ti'n wneud?'ac 'Amser hamdden – Ydyn ni'n gwneud y mwyaf ohono?'

On the whole, the administration work of both units (the work uploaded to IAMIS, the details of the beginning of the assessments in the audio files and the duration of the assessments) was undertaken according to WJEC's guideline requirements by a large number of centres, but the Chief Moderators in both units noted that a number of administrative errors still exist, and continue to slow down the moderation work.

The Principal Moderators continue to commend the centres for responding to the stimuli. There is now very little evidence of scripting in advance. This enables the candidates to present work that shows clear evidence of interacting with each other and responding to one another, natural and enthusiastic discussion and an obvious pride in their ability to speak Welsh permeates throughout. They both shared clear guidelines on how best to use the stimuli to the minority of centres that continue to misuse them.

Among the concerns raised by both this year were the unfortunate grouping practices, the standard of the language (the same common mistakes appear every year), the role of the teacher, assessment of individuals and internal standardisation. While there has been a significant improvement in these elements, and the majority of centres are managing to demonstrate good practice and commendable examples, there is a real need for a small number of centres to accept and act on the advice of the Chief Moderators in these areas.

Unit 3 and Unit 4

This year was the fifth time that these two written papers had been assessed. In a similar way to the entries for the oral units, there has also been a decrease in the number of candidates entered for Unit 3 and Unit 4 this year. 98.6% of candidates who sat both units were 16 years old, because both written papers must be sat in the final year of the course. These were untiered papers offering questions based on the three broad themes and within the candidates' experience, in accordance with the specification requirements. Both Chief Examiners had praised the efforts of candidates of all abilities in their responses in both papers, and it was good to see that the vast majority had a go at all questions. The Unit 3 Chief Examiner added that the candidates' desire to demonstrate their ability in the subject is often highlighted in the responses. It is also nice to be able to note that only a low percentage of candidates now submit irrelevant responses and copy slavishly from the text. Both also refer to the candidates' effective use of the bullet points in order to structure their responses and earn marks.

The Unit 3 Chief Examiner noted the need for centres to ensure that they practise the practical skills consistently in the lessons, particularly as the practical skills increase with the new qualification and are helpful in improving candidates' overall language standard. According to the Item Level Data, the least accessible Unit 3 questions this year were questions 4 and 7, which tested the practical skills - translation and proofreading. Among the concerns identified by the two Chief Examiners were the use of English, which continues to appear in the responses, and the language errors that continue to have an impact on the candidates' expression marks. There needs to be a definite increase in the accuracy of the candidates' language; one way of doing this that both Examiners noted was to ensure that more attention was paid to the six immutable rules, and to grammar in general, in the lessons. In addition, both noted the need to improve the use of writing introductions and closing sentences in written questions.

The least accessible questions in this year's Unit 4 were questions 5, 7 and 8, in particular the parts with marks for expression.

Many thanks to the teachers and Welsh Second Language Teams in the centres for their dedication to teaching, preparing, supporting and inspiring the candidates who sat the qualification this year.

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UNIT 3 NARRATIVE, SPECIFIC AND INSTRUCTIONAL

Overview of the Unit

The purpose of this unit is to offer candidates opportunities to use their language skills in responding to a variety of different stimuli and tasks, including structured reading questions and purposeful writing. Everything is based on the three broad themes of Youth, Wales and the World and Employment, with the authentic materials reflecting current topics and the demands of the world of work.

There was wide variation this year in the nature and form of the questions, which correspond to the requirements of the specification, but nevertheless, fair access had to be ensured for all applicants at all levels. That is the essence of any untiered paper.

The same goal exists every year - to test candidates' understanding, but also their ability to adapt what they have learned to new requirements. This is the challenge every year, but it is nice to note that the vast majority have had a go at each question this year, and managed to respond to the demands of the different tasks. It is also evident that the majority practise exam methods consistently during their course, and centres must be commended for their efforts. The candidates understood that having a go offered an opportunity for a mark, instead of leaving unnecessary gaps, but there was also a desire to gain a qualification and demonstrate their ability in the subject.

Comments on individual questions/sections

There were ten questions this year, which were mainly based on language learning and the importance of learning new skills, especially digital skills. The content and tone of the materials were authentic, offering opportunities for candidates to understand more about teaching languages to people of all ages in Wales and beyond, as well as reading more about the benefits of the digital world and the potential for the future. There were also tasks to test practical skills that are integral to today's workplace.

Q.1 The first question is always intended to encourage the candidates to have a go, offering a task that seems simple, but still contains an element of challenge. Different school subjects needed to be discussed in order to distinguish between the popular subjects and the subjects that attract negative comments. The right subjects needed to be placed in the right columns, a task that the vast majority managed to accomplish without difficulty. There were some difficulties with a candidate writing the subjects under the wrong headings, or with a few noting "language" instead of "Spanish". Unfortunately, "language" is not a subject, and so the mark was lost.

Q.2 The details of a particular linguist were provided in this question in order to demonstrate the potential of learning different languages, and that it is not necessary to remain bilingual when multilingualism is part of life and around us every day. This is a different form of question to normal, with errors in the facts in the grid. Those errors had to be corrected carefully.

It is good to note that the candidates took it on enthusiastically, and had a good go at correcting the columns. The change of the language from Russian to Mandarin was within the reach of the vast majority, but marks were lost with the other two facts. Firstly, a number had counted the languages in the second paragraph, which is a total of four, instead of reading the first paragraph with the information about the eight languages Kirsten speaks. Then, although everyone understood that she spoke Welsh, several missed the mark when they failed to answer "Ydy", and offered a wide variety of answers such as "Oes", "Ydw", "Hoffwn" and "Bydd". Since answering basic questions is now part of the six immutable rules, the correct form was expected in order to win the mark.

Q.3 This question has also been slightly changed this year, when applicants were asked to match a language course with the appropriate flag. Therefore, the correct number had to be placed under the correct flag this time, instead of just ticking. Most of the candidates immediately understood the question and responded positively to the requirements. Unfortunately, some continued to tick in the box and thus missed the marks. The tick did not show understanding in terms of the particular course. Again, the need for the candidates to read the rubric of the question carefully and practise answering appropriately must be emphasized. It will also be good for centres to experiment with different approaches on this type of question as preparation for the future, so that candidates can clearly understand the difference between the different instructions e.g. circle, underline, number

- Q.4 This is the first question to test candidates' practical skills. The proofreading task appears on the paper every year, which offers candidates the opportunity to correct ten errors including punctuation errors, spelling errors and grammatical errors. This year's task included an adult learner's presentation with common mistakes in his work. In all fairness, the majority had managed to correct "Ydy" to "ydw" and the "ydw" to "ydy". Nevertheless, concern must be expressed with regard to the errors based on the six immutable rules, such as the nasal mutation following "fy" and "yn" before a placename and also the soft mutation following "yn" and an adjective. Those are the cases that created the most trouble this year, as we received a variety of different solutions e.g.

"fy teulu": "fy teledu, fy deulu, fy telu, teulu fi"

"yng Caernarfon": "yn Caerdydd, yng Ngaernarfon, yng Gaernarfon, yng Cnarfon"

"yn pwysig": "yn pwsig, yn pywsig, yn Pwysig"

The spelling of "ffrindiau" had also created a huge problem, with the vast majority omitting the second "i", and necessary punctuation, in "mae'r", had confused a number of candidates. There was certainly an expectation that some would see changing the person of the verb as more of a challenge, namely "symudodd" to "symudais" and the need to correct the negative form, namely "Byddwch chi ddim" to "Fyddwch chi ddim", bearing in mind that the question covers candidates of the entire range of ability.

However, it was surprising that more candidates correctly corrected either than the nasal mutation. Given that the practical skills tasks are increasing with the new qualification, we urge centres to plan ahead and ensure that there are concrete steps in place to learn these skills, remembering also that these tasks can help ensure language accuracy across the units.

- Q.5 This is an example of a question offering a variety of short tasks including multiple-choice, grid completion and the requirement for personal opinion. Candidates were again given the opportunity to understand more about people outside the country who choose to learn Welsh and who see learning a new language as an advantage.

The majority had managed to choose the appropriate pictures, although a small minority identified the daffodil as an answer. Some may have chosen the most obvious answers instead of reading the passage in order to find the right ones.

For some then, it made sense that Takeshi had been born in Wales if he was learning Welsh, without understanding that he had decided to learn the language while in college. Also, Ryuichiro Hirata's story had confused some, as they tried to solve the details of his language journey. Again here, candidates must be trained to read the question carefully, as many have missed a mark in not realizing that the last part asked for two answers.

Finally, there was an opportunity to respond to the new learner's message about the Welsh language. The responses were encouraging, with many sharing particular reasons using effective sentence patterns along with conjunctions and idioms to enrich the answer. However, there have been a few candidates copying the words of the message simply without thinking further or trying to offer an opinion.

- Q.6 By the time the sixth question was reached, the intention was to focus on the young people's responses to learning and speaking Welsh. There was an opportunity to interpret the value of the positive points and identify with one of the young people themselves. The majority were able to respond effectively and effortlessly, with many responding confidently and intelligently. Yet, unfortunately there was a small group trying to earn marks while slavishly copying the stimulus material itself. Of course, it was not possible to reward those types of answer.

There was then a new challenge in the final part when candidates were asked to write advice in terms of learning Welsh, for a young person moving to Wales. There was a mix of answers in terms of quality and language, but it was encouraging to read the positive advice and messages wishing him well and noting the benefits of learning Welsh. Nevertheless, it is sad to note that we have received a few answers in English, which raises concerns regarding the logic of candidates using English in a Welsh examination. I wonder, is the use of the target language now as central a part of our usual lessons, or when undertaking class tasks? It is important to consider the nature of this problem and solve it urgently.

- Q.7 This is the second question that tests candidates' practical skills with the requirement to translate. Remember that it does not have to be translated literally, but for a candidate to retain the meaning of the passage. It was decided this year to stick to translating potential signage, authentic signs within a workplace or when discussing appropriate advertisements. Again, the effort of the candidates was clear, with everyone making an attempt to translate a few boxes. "Croeso" was familiar, but unfortunately the spelling could be questionable, and with this question, the spelling had to be perfect. This also created problems spelling words such as "brechdanau", "coffi", "profiad", "hwyl" and "newydd". Again, the vocabulary was often familiar, but candidates had trouble writing it correctly or creating sentences.

The verb tense was the weak spot, with a minority succeeding in translating "Be..." "There will be..." and "There's no..." Candidates were unable to distinguish between "Bydd" and "Bydd yn", and the negative form created obvious difficulties.

It is sad to note again this year that the standard in terms of these practical questions has not improved sufficiently. The teaching element is missing, and the need for a change of focus must be noted, especially when considering the fundamentals of the new qualification that is in the pipeline.

- Q.8 This question clearly appeals to the candidates as they have the opportunity to pick and choose the correct information about the digital courses and express opinions about the course, as well as recording their personal use of technology in their daily lives. The question was successful, and many candidates received good marks.

Most understood the practical benefits of the courses during half term, and the fact that they were free for young people. Nevertheless, some insisted on copying the text instead of showing understanding. There is certainly room to take details from the text in answering, but it candidates must ensure when doing so that their understanding is evident.

There was a slight issue with the answers when discussing the advantage of the digital courses, again noting the importance of correct answers and the six immutable rules. The first part required a "Ydy" or "Nac ydy" or a similar answer such as "wrth gwrs", "yn bendant". There have been good reasons with many offering ambitious explanations, whilst others stuck to very basic reasons. Nonetheless, their comments were valid and purposeful.

The answers to the last part varied hugely. Many confirmed their use of technology in order to regularly connect with friends or family members or use a device to watch a film or listen to their favourite music. Others then offered one-word answers only (e.g. Netflix, Snapchat), without adding a verb or attempting to create a sentence. Such answers could not be rewarded, even though "gwyllo Netflix" was perfectly acceptable, or a simple sentence like "Dw i'n hoffi Snapchat".

- Q.9 There have also been very positive responses to this question, especially with the second part. It must be remembered that this stimulus material was longer, and offered more challenge in places, but again, the effort of the candidates was to be commended.

Oddly enough, it was the grid that caused the biggest problems with headings such as "manyion cysylltu", "diddordebau", "enw canolwr" and "dyddiad heddiw" defeating many. These words have appeared repeatedly in past papers and are very familiar in practice texts. However, applicants were generally not confident in filling out the form, and it must be stressed again this year the need for centres to adapt reading materials and offer various tasks and use different assessment methods so that candidates can cope with any change of focus. Contact details often arise at the end of a form or grid, but when appearing here at the beginning of the form, there were very few correct answers. It was also surprising that a small minority understood the need for today's date. The dates of the course were the response of the majority with a few only putting a month. Any date (day only) was accepted for fairness, but only a month was too vague.

The note saved the day as candidates responded to the bullet points confidently with the majority earning full marks. Again, remember that the marks corresponded to the individual bullet points and a few candidates lost one mark for not including two points in terms of the importance of digital skills, and others forgot to ask about a second course. Nevertheless, the results of this question were particularly good, and it was good to note that the vast majority had a go at answering.

- Q.10 This is an opportunity for candidates to write extensively and freely, adapting the language that they have to meet the requirements of the question. They were given a choice of two tasks, a blog discussing the Welsh Government's 2050 target or a letter to the council suggesting a new course for young people in the future. The response to the choices was good and consistent. To be fair, one did not appeal more than the other, with candidates dealing with the texts skilfully and clearly. There was an opportunity to present information, express the opinions of others and respond personally. Pretty obviously, candidates have now understood the purpose of the bullet points in this question, and were responding to the requirements of the five points in particular.

It is sad to note again this year that a few presented a piece they had learned by heart and in such cases, there was little relevance or response to the different bullets. A minority were in this category, but again, there is no place for this, especially considering that good candidates lose marks that were within their reach when considering the quality of their work.

The blogs usually reflected the demands of the form with the best featuring catchy titles, rhetorical questions and a clear attempt to grab the reader's attention. The writing was smooth and lively as candidates intelligently and maturely discussed the government's target, identifying the benefits and sharing the concerns. Their challenges for the young people of Wales were interesting, and it was good to read about their practical ideas to ensure the success of the government's target.

The letters were also interesting, with the best ones carefully planned, clearly showing the form of a formal letter. The course choices ranged from a music course or a fitness course to health and wellbeing courses in order to safeguard our young people and reduce problems such as racism and bullying. The responses of a number of candidates were so mature and intelligent as they attempted to persuade the council of the need to safeguard our young people, as they are our future. As expected, many discussed the drama course, following the suggestion of the question, yet the majority noted the importance of drama as a medium of communication and an opportunity to learn more about the self and identify with others.

Noting the content marks next to the bullet points has proven to be a positive step in considering the responses. The only difficulties here were the need for a proper closure, bearing in mind that individual words such as 'diolch' or 'hwyl' were not sufficient. Those were the content marks, and it must be remembered that it is always the content marks that rule. It is not possible to get an expression mark that is higher than the content mark.

Overall, the content marks were higher than the expression marks, for several reasons. Many of the candidates stuck to the present only, thus limiting their responses. Others contained errors and constantly confused the tenses and person of the verb. Lack of variety in sentence patterns was the most prominent problem, and often lack of correctness in endings. There is certainly a need to review basic patterns and structures within our centres so that candidates can confidently use them. The importance of these six immutable rules must again be noted as the basis for the grammatical work, as references to this are now clear within the expression marking scheme. There were also a few additional offences, including the use of English through a few passages, which is a disappointing addition and a cause for concern. This has existed from time to time in the past, but it was a much bigger problem this year. Again, as noted earlier, one wonders whether the use of the target language has decreased in teaching or assessment within our classrooms, as this problem in the responses is serious at the moment.

In conclusion, it must be noted again this year that the standard of the content of the writing has shown progress and it is good to record that. However, the need to improve the language accuracy of our candidates is more evident than ever, with the need for action offering the potential to raise the standard of all units of the qualification too.

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UNIT 4 DESCRIPTIVE, CREATIVE AND IMAGINATIVE

Overview of the Unit

In this unit, 60% of the marks are awarded for writing and 40% for reading. The paper offers candidates opportunities to respond descriptively, creatively and imaginatively to a wide range of different topics within the three broad themes.

Because of the weighting, candidates' ability to express themselves communicatively, using a wide range of correct syntax and different tenses of the verb was vitally important. Correct grammatical use of language in the writing questions was rewarded.

As in the previous series, there were a variety of response methods to the reading passages, including Welsh-only questions.

There was also variety in the written questions to ensure accessibility for candidates of all abilities, and an appropriate level of challenge across the ability range.

The later date of the exam on the exam timetable had an impact on the language standard of many candidates, due to a lack of contact with teachers after the candidates in a number of centres had left for periods of independent study and due to the timing of the Whitsun half term holiday.

The efforts of candidates of all abilities – whether low or high ability – are to be commended. The best candidates' use of language bodes well for their use of the Welsh language in the future in AS Welsh Second Language lessons and in their use of the language in the wider community.

The need for teachers to do more to ensure that the six immutable rules are introduced in lessons is something to note again this year, as candidates are losing expression marks for their inability to mutate correctly. The quality of language was, in general, better than that seen last year, but due to a lack of mutations, misspelling of sentence patterns and the inability of several candidates to vary the tense of the verb effectively, there were few opportunities to award the highest marks in the 15- and 25-mark reading questions.

Comments on individual questions/sections

This year's questions were based on a variety of topics including school life and the future, leisure and happiness, celebrating Wales' diverse heritage, promoting Wales as a tourist destination and the influences of celebrities on young people.

Question 1

A1 (i) + (ii)

The majority of candidates completed this basic, non-language task, proving an understanding of simple words on familiar texts such as school subjects and wider school life.

Question 2

A2 (i, ii, iii)

There were generally good responses to these questions, with candidates attempting to underline the correct sentences. A minority of candidates had been confused by words such as 'nesaf', 'gadael' and 'aros', and this had an impact on these candidates' ability to choose the right sentences to underline.

Question 3

Five marks were awarded for content for responding to the four discussion points using Welsh. Five expression marks were awarded for the correct use of Welsh syntax with reasons to support an opinion.

In order to earn the five expression marks, the candidates needed to use three different constructions, including two tenses of the verb.

The question ensures that three different constructions are required in order to answer the question successfully. When it comes to awarding language marks, the emphasis on the use of sentences is correct. Candidates' ability to use a soft mutation after the prefixes "am", "ar", "i", and "o" and when using adjectives after "yn" and "n" is necessary in order to be able to award expression marks. Teachers need to pay attention to the six immutable rules in order to ensure expression marks when using different constructions.

A vast number of candidates were able to respond to all the question's discussion points quite successfully, gaining marks for content and expression. Candidates are obviously able to discuss the topic successfully, and it was encouraging to see that candidates were able to use "good" reasons and "confident" reasons successfully overall.

To raise the standard, candidates need to be able to write introductions and closing sentences more effectively using sentences and phrases such as:

Hoffwn i drafod...

Rydw i'n ysgrifennu atoch chi i sôn am...

Diolch am ddarllen fy llythyr/nodyn/e-bost...

Cofion cynnes

Question 4

B4 (i)

The majority of the candidates completed this basic, non-language task testing an understanding of familiar words and testing their ability to respond to the simple questions by ticking the correct answers within the table.

B4 (ii)

The majority of the candidates completed this basic, non-language task testing an understanding of adjectives and ticking the correct ones within the table. There were few responses where candidates lost marks by failing to tick, translating adjectives into English.

B4 (iii)

There were very few English answers, but to those who did answer in English, it wasn't possible to award a mark. Because this was a question discussing "Sut", a verb was required as part of the answer, and some candidates failed to gain marks because their answers did not include verbs such as "cerdded" and "gofalu".

B4 (iv)

The following answers were awarded a mark: "Ydy, Nac ydy, Ydy a nac ydy, Wrth gwrs, Yn bendant, Yn sicr, Heb os, Dim o gwbl, Mae Jen yn ffrind da, Dydy Jen ddim yn ffrind da".

The following were answers where a mark could not be awarded: "Ydw, Nac ydw, Ydyn, Nac ydyn, Ydych, Nac ydych, Oes, Nac oes, Na," any English responses.

A number of the applicants understood that the reasons in parts (a) and (b) needed to match the answer to the first part. For example, if a candidate responded positively with "Ydy" or "Yn bendant", in order to win the marks for the "Pam?", the reasons needed to show that Jen was a good friend of Louise's, and if using negative responses such as "Nac ydy" or "Dim o gwbl", the reasons had to support the view that Jen is a bad friend.

Answering questions using the relevant correctly spelled vocabulary is one of the six immutable rules, and therefore it is important that teachers practise questions and answers with candidates.

Question 5

B5

Eight content marks were awarded for responding in Welsh to the five discussion points in the question. Seven marks were awarded for correctly using constructions and verb tenses within full sentences.

The question ensures that five different constructions are required, including three verb tenses, in order to answer the question successfully. In terms of awarding language marks, the emphasis on the use of sentence patterns is correct and as with A3, due to the emphasis on the use of the six immutable rules, the correct use of soft mutation after 'am', 'ar', 'i' and 'o' and also with adjectives after 'yn/n' was necessary in order to be able to award expression marks.

The ability to respond effectively, and to use correct grammatical constructions to discussion points in the past tense continues to be a problem for some candidates. The need to teach candidates to respond to past tense question forms using the short-form past tense has continued to be a target since the 2019 series, although there was a marked improvement to be seen this year.

This year, a number of candidates failed to use three verb tenses effectively, and were therefore unable to earn 6-7 marks for expression. Candidates should be trained to vary the tenses of the verb naturally when writing about different topics within the three broad themes.

It was very pleasing to see that most of the candidates made an effort to answer the question and that teachers trained candidates of all abilities to express opinions and to respond communicatively to the discussion points in order to ensure content marks.

Question 6

C6(i)

There were generally good responses to these questions, with candidates attempting to underline the correct sentences, although the language used in the Welsh-only question offered more of a challenge. It was encouraging to see that most candidates made an attempt to answer the question, and thus had a chance to gain marks.

C6(ii)

Candidates' efforts were hampered by the word "lle" in this section of question 6. The responses to this section of the question were not as good, with several examples of blank lines. The best candidates managed to respond fully by identifying different places without slavishly copying full sentences from the passage.

C6(iii)

As with the previous section, there was an effort here too by a number of candidates to respond to the best of their ability, but many tended to use the information from the last part of the text, which was "Dylanwad pwysig" and therefore did not focus on the "problemau".

Learners should be trained to look for answers to questions in all parts of a text and note that the last questions do not mean that the answers are to be found at the end of a reading passage. Reading questions carefully and looking for keywords such as "problemau" and "lle" is therefore a skill that needs to be practised with the candidates.

C6(iv)

This is a different kind of question to those that have been seen on the Unit 4 paper in the past, and it is pleasing to note that the response has been generally positive, with the vast majority attempting to offer a response. Candidates demonstrate their ability to discuss other people effectively. A wide and interesting selection of people were discussed by the candidates.

There were no expression marks to be awarded in this part of the question, but an over-reliance on words, mainly English verbs, meant that marks could not be awarded often. Applicants need to be reminded that it is not possible to award content or expression marks for sentences where English words are used.

Question 7

Five marks were awarded for content for responding to the four discussion points using Welsh. Five expression marks were awarded for the correct use of Welsh constructions with reasons to support an opinion.

In order to earn the 5 expression marks, the candidates needed to use three different constructions, including two tenses of the verb.

The question ensures that three different constructions are required in order to answer the question correctly. When it comes to awarding language marks, the emphasis on the use of sentences is correct. The ability of candidates to use a soft mutation after the prefixes "am", "ar", "i", and "o" and when using adjectives after "yn" and "n" is necessary in order to be able to reward expression marks. Teachers need to pay attention to the six immutable rules in order to ensure expression marks.

Due to the more challenging subject matter of the passage, not as many candidates managed to do as well in Q7 compared to A3. A number of candidates managed to identify what they would like to celebrate and tried to give an appropriate closure to the passage, but many failed to state the intention of their note and give relevant reasons.

Those who chose festivals such as Christmas, St David's Day or Welsh Music Day were more successful and were able to identify the importance of celebrating that particular festival effectively overall. Those who chose to discuss a day to celebrate Wales' diverse heritage had more trouble expressing themselves clearly. Marks could not be awarded for their reasons to support why celebrating that festival was important.

As with A3, teachers need to train candidates to write introductions and closing sentences more effectively using sentences and phrases such as:

Hoffwn i drefnu...

Hoffwn i sôn am...

Rydw i'n ysgrifennu atoch chi achos dw i'n teimlo bod angen...

Yn gywir

Diolch am ddarllen fy llythyr/nodyn/e-bost...

Dw i'n edrych ymlaen i ddarllen eich ymateb.

Question 8

Ch8 (12 Content + 13 Expression = 25 Marks)

There were interesting responses to the two optional topics on the paper, namely writing marketing material to promote tourism in Wales and a speech expressing views on the influence of young celebrities on young people.

Of course, the standard varied due to the fact that candidates of a wide range of linguistic ability sat this tierless paper. The work of the best candidates was excellent and it was pleasing to read the candidates' views and to test their ability to use language freely, confidently and creatively. A large number had a good grasp of the basics of the language, and it was often possible to see that they had planned their way methodically.

Nevertheless, the impact of the later date, lack of contact with teachers, independent revision without Welsh lessons, Whitsun half-term holiday and the expectations of the six immutable rules were evident in the general language standard of the responses to this question.

It was very encouraging to see that most of the candidates made an effort to answer the question, whether at an elementary level or to the best of their ability and in detail.

In terms of content, we were searching for:

- interesting and comprehensive treatment of the topic
- logical progression of ideas and opinions
- an effort to express opinion and support their views with various and ambitious answers
- an effort to be ambitious in terms of ideas and responding creatively to the chosen text.

In terms of expression, we were looking for:

- the ability to convey ideas and views successfully
- the ability to vary the pattern of a sentence and the tense of the verb for a purpose
- suitable and appropriate vocabulary to deal with the text
- an attempt to create appropriate mood and atmosphere through the use of idioms, comparisons and rhetorical questions.

The lack of use of apostrophes was a prominent problem this year. There has been a decline in candidates' use of apostrophes, even in the use of familiar, simple constructions. This should be addressed in lessons to avoid the loss of easy expression marks e.g.

Dw in hoffi mynd i = X
Dw i'n hoffi mynd i = ✓

...achos maen hwyl. = X
...achos mae'n hwyl. = ✓

To raise standards, candidates should pay attention to the accuracy of their constructions and avoid mistakes such as:

Using a soft mutation adjectives after 'in' + 'n' according to the six immutable rules.

e.g.

...achos mae'n pwysig. = X
...achos mae'n bwysig. = ✓

Mae Caerfyrddin yn pert. = X
Mae Caerfyrddin yn bert. = ✓

Using a soft mutation adjectives after 'am', 'ar', 'i', 'o' according to the six immutable rules.

e.g.

Es i Llangefni. = X
Es i i Llangefni. = ✓

The marking scheme for the 10-mark writing question states the difference between good reasons and confident reasons. This difference should be taught in lessons to ensure that candidates are able to get the highest marks.

Good reason = a reason containing an adjective e.g. ... achos mae'n hwyl. ...achos mae'n ecogyfeillgar. ...achos mae'n wrthgymdeithasol.

Confident reason = reason containing a verb or idiom e.g. ...achos rydw i'n mwynhau cadw'n heini ...achos mae ailgylchu yn bwysig... Sôn am gyffrous!

In order to get marks for correct constructions, it is necessary to ensure that verbs are spelled correctly and that no English words are included that will cloud the meaning of the sentence.

Hoffwn i austwdio PE... = X
Hoffwn i astudio PE... = X
Hoffwn i astudio ymarfer corff... = ✓

Mae llawer o sêr yn antisocial behaviour... = X
Mae llawer o sêr yn camymddwyn/dylanwadu. . . = ✓

NON-EXAM ASSESSMENT UNIT 1 VERBAL RESPONSE TO VISUAL STIMULUS

Overview of the Unit

The main objectives of this unit are to provide candidates with opportunities to use the language whilst effectively communicating and interacting and responding to different situations and various contexts. This is an opportunity for them to test their understanding of other people's spoken language, and then respond within a pair or group situation.

Assessments are always based on the three broad themes of Youth, Wales and the World and Employment, and candidates are expected to respond intelligently to the audio-visual stimulus by collaborating with others, listening and responding effectively and expressing opinions purposefully with valid reasons. Options were provided within the assessment period offering candidates wide-ranging options within the themes so that they could discuss a suitable text. It is therefore the responsibility of the individual centres to select the most appropriate stimuli for their candidates.

Centres need to submit a sample of work to the WJEC by May every year, and in fairness, the vast majority managed to upload the work on time. However, a recording, supplementary material and appropriate forms are expected to be submitted, and there have been clear problems this year from an administrative point of view. There were forms or details missing, marks were in the wrong columns, different marks given on IAMIS and the forms, incorrect exam numbers and even recordings for different units, in several cases. This is not fair to the moderators or candidates, and this often meant an inconvenient pause in the moderation period. It must be ensured that all administrative work is correct and that the samples are in place. It is also expected that each recording includes the name and number of the centre, the names and examination numbers of the members of the pair/group and the title of the appropriate test. Yet this did not happen regularly this year. The above are minor points, but during the busy period of standardisation, any shortcomings can create major difficulties.

A short introduction is expected from a candidate at the beginning of the exam, but it must again be emphasized that a sentence or two is all that is required, and not paragraphs that have been prepared and learned in advance. There are no marks for the introduction, but this is an opportunity for a candidate to gain confidence and for a moderator to identify the different voices. There were a few examples this year, including introductions of up to four minutes, followed by a discussion of about a minute and a half. It is fairly obvious that this is neither acceptable, nor fair to candidates. In fact, many centres must review the length of the assessment time in order to ensure that their candidates meet the requirements.

The discussion of the best candidates this year was marvellous, and it was nice to listen to groups discussing in a mature and lively way, adapting the language they had to respond to the texts in question. Their collaboration was effective and the preparation was evident with the element of naturalness of the conversation was encouraging for moderators. Nevertheless, there have been other examples with candidates discussing a topic of their personal preference instead of discussing the stimuli of the assessment. It is sad to note that this practice continues and that there is no attempt by some centres to move the conversation back to the correct context.

It is important to note that the influence of the oral assessments is now clearly visible across the qualification. The aim is to learn a language, and therefore presenting, practising and reviewing sentence patterns in preparation for the speaking units is going to have a positive impact on reading and writing. Understanding others orally means increasing and improving stimulus reading comprehension skills. It is therefore pleasing to see this understanding becoming clearer every year so that the candidates see language learning as a valuable resource for the future, part of their heritage, but also an opportunity to be an integral part of a bilingual Wales. The candidates' healthy attitudes were often evident this year as they discussed the potential of the Welsh language and the element of appreciation of the language and the unique opportunities they have. You the teachers are at the heart of all this, in an important and fragile position, but also a position of privilege.

Tasks

Comments on tasks/questions relating to candidate performance/meeting assessment criteria

Following the usual practice, there were twelve stimuli again this year, featuring a range of texts and a choice of two clips for each assessment period. Popular choices included discussing fitness, school uniform, music, moving house, GCSE exams and winning five million.

The best candidates used the stimulus as a basis for discussion, and that was very successful in many cases. They are expected to discuss the content of the stimulus, the different characters, comments and opinions of those characters, along with their reaction to what was said. This was the nature of most discussion, with clear references to the three characters, intelligent responses to the characters' opinions and a definite attempt to extend the conversation to include personal opinions and an entertaining discussion. However, there were examples again this year of candidates only repeating words from the grid without showing any understanding or attempt to respond to what was said.

The grid is certainly an important resource during the assessment. It offers useful vocabulary and phrases, as well as the opportunity for structure to the discussion itself. This is basically a scaffolding to be used in order to build a meaningful response to the stimulus material. It offers candidates the opportunity to recall the facts and opinions of the characters with a practical opportunity during the preparation phase to compare answers before officially starting a discussion. It must therefore be remembered that showing understanding is one of the main objectives of the assessment and repeating the grid is not the way to succeed in that regard. The content of the grid must be adapted to be a sensible but key part of the conversation, in order to clearly demonstrate to a moderator that candidates have watched and understood the background of the clip, understood the differences between the characters and offer them the potential to identify with one or two of them and/or enthusiastically disagree with others. When the grid is used in the right way, it will help maintain the discussion, and ensure that candidates demonstrate that they use the content of the stimulus material intelligently. This year, a number of them used the grid effectively, with that usage clearly showing the importance of the grid to them. However, there was a minority who continued to rely excessively on the grid, to the extent that a few moderators doubted whether they had watched the clip at all.

Candidates are expected to clearly demonstrate that they have watched and understood the content of the different stimuli with the element of collaborating as a pair or group being extremely important. They must listen to others, and respond intelligently to the opinions of individual members. This was a strength for many of the groups but a huge problem for others. The best candidates listened to the opinions of others and responded confidently with lively and natural conversation. Indeed, it was a pleasure to listen to those examples and to hear young people using the Welsh language ably, and for a purpose. Unfortunately, others ignored other members of their groups and offered sentences randomly without showing any structure or sense in terms of content.

The formation of groups this year was a problem in a number of centres, and there were a few pairs with one on a mark in the forties and the other on a mark between twelve and eight. The stronger candidate was unable to respond to their views and in fairness, the other candidate was, naturally, at a clear disadvantage. There were examples of groups in which a band 5 candidate was expected to have a discussion with band 1 and 2 candidates. This is an external assessment, and therefore equity must be offered to all candidates. There is no purpose in creating groups of best friends, despite their ability. Sensible groupings are expected, to strengthen each other's performances and offer them the opportunity to show themselves off to their best. There were a few groups this year where the members didn't even know each other's names, and there was another example with a teacher asking for a candidate's name twice during the test. This does not reflect well on the centre, the status of the subject or the well-being of our young people.

Again, there were also examples this year of candidates being assessed as individuals. Centres must be reminded that this unit is a group assessment with the need to test effective collaboration with others. This is not practically possible as an individual, and creates a difficult situation to moderate. There are rare cases with the need to assess applicants on their own and with a clear explanation, this can be accepted, but the appropriate steps must be in place. There were examples that included a question-and-answer session between teacher and candidate, with the teacher stating points from the clip and the candidate agreeing or disagreeing. There was no opportunity in similar situations for the applicant to show any understanding of the clip or state facts directly, and as a result a number of listening marks were lost. It must also be noted that groups lose listening marks when not adhering to the content of the video clip, choosing to discuss the context from a personal perspective only. Clear references to the characters and to the clips are expected in order to earn the listening marks. It was sad, therefore, to reduce the listening marks of strong candidates as they failed to prove this.

An annual concern is the language standard of candidates. Certainly, perfection is not expected, and indeed, the need for keeping the naturalness of the speech is emphasized. This is what we experienced with a large number of candidates this year, with candidates discussing confidently, using a range of sentence patterns, idioms and conjunctions along with extended vocabulary and phrases. It must be said that the use of idioms has been much better this year, with the tendency to use awkward or unnatural phrasing having decreased quite a bit. The element of questioning has improved, with the best candidates asking and answering questions intelligently, varying the tense and person of the verb. Nevertheless, there has been a problem in some centres as candidates continue to stick to the present tense, which then limits their potential to reach the higher bands. It must therefore be ensured that candidates understand the need to vary the tenses of the verb with the ability to use the imperfect tense, the concise past tense, the conditional tense and the future tense as clearly within the assessment itself.

In a few centres, the need for rigorous revision of basic patterns was identified, as candidates struggled to create sensible sentences or introduced extremely awkward patterns. Other pronunciation was weak and full of errors, with the same words still causing trouble, such as words such as "caru", "gallu" and "drud". This problem has been referred to several times in CPD sessions and in previous reports, and we now implore centres to pay attention to these points in order to resolve the problem. Mispronunciation affects individuals' confidence, with confidence in turn being such an important element of any verbal assessment.

Again this year, reference must be made to the role of the teacher. The vast number of teachers must be commended for their patience and their care for their candidates. They question sensitively, encourage intelligently and constantly praise. Unfortunately too, there are teachers who talk excessively or move the conversation along an irrelevant path, with others simply pressing the record button without offering any guidance or support to groups when needed. It is also sad to note that there are examples this time of teachers ignoring the target language altogether and using only English when recording the names and numbers of candidates and when talking to the candidates themselves. Similar situations are not acceptable, nor do they offer an opportunity to promote the Welsh language as a living language. There is always room for simplifying the Welsh language or rephrasing in order to demonstrate the flexibility of the language and to foster progress in the understanding of the candidates themselves.

In summing up this year, thanks must once again be given to those centres that have acted on the advice of CPD sessions or the previous reports. That has certainly paid off in terms of the quality and confidence of your candidates and their results. Internal moderation was also clear in the majority of centres, with clear consistency across the learning groups. However, this was not always the case, causing unfairness, but there was also the need to moderate the entire work of individual teachers. We are not asking for additional random samples, yet this year additional samples were required from quite a few centres, which is still a cause for concern. It's an additional stress for the centre itself, but it also adds to the work of a moderator. Nevertheless, it is our role to ensure fairness for each individual candidate, and therefore action must be taken where doubt or a discrepancy exists.

In reality, this year's strengths outweighed the weaknesses. The good work of centres outweighed the problems. The nice natural chatting won the day. Thank you, therefore, for every effort to cultivate fluency and for every opportunity for our young people to see and understand the benefits of bilingualism. The progress is clear and consistent, but action on this year's advice is also important to note so that planning action for next year is even stronger.

NON-EXAM ASSESSMENT UNIT 2 COMMUNICATION WITH OTHERS

Overview of the Unit

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. The material may include a combination of graphs, pictures and short reading texts that will cover one or more of the broad themes of Youth, Wales and the World or Employment.

As seen in the specification and the marking/band scheme, this unit's emphasis is on communication and interaction and the candidates are expected to demonstrate this through their speaking and listening. Marks will be awarded for the two skills individually. The teaching aim of the unit is to provide candidates with every opportunity which would enable them to develop language learning skills and strategies confidently and to be able to speak it naturally and easily.

There was a variety of quality across the different centres, and a large number of candidates were seen to be coping well with the task and generally being able to hold spontaneous conversations. The best candidates discussed the stimuli intelligently and wisely, displaying a high level of maturity in their conversations. It was found that many of them were also well used to having discussions with each other during their lessons and were very familiar with the stimulus sheets and how to use them in order to have an intelligent and fairly natural conversation. The naturalness of the discussion is so important now, and there is neither a place nor time for scripting. It is encouraging to say that we are moving further away from this practice and that there were very few suggestions that this had happened. There have been several examples of polished language using a wide range of sentence patterns and constantly varying the tense and person of the verb. At the top of the range of ability, the candidates' use of idioms deserves to be commended, as was their desire to respond confidently to each other. It was nice to listen to these examples and to hear candidates take pride in their ability to hold a conversation in Welsh.

It is very pleasing to note again this year that the vast majority of the candidates have stuck to discussing what was seen on the stimulus sheet, rather than talking generally about the text. Those centres that have taken note of the suggestions made last year by the moderators and within the Chief Moderator's report and removed the practice of general discussion must be commended.

This year there was a different arrangement, with all the paperwork, along with the recordings, being uploaded to IAMIS. This seems to be an easier system, as most centres managed to follow WJEC's detailed instructions and have introduced neat marksheets with all the details in place alongside the audio files. Unfortunately this was not always the case, and there were examples of missing samples and a few Unit 1 samples loaded instead of Unit 2. This can be very frustrating for the moderators with precious time being lost waiting for the correct information before being able to start the moderation process. It is vital that the names and marks of every member of the groups are included on these sheets, in order of merit. Marks for AA1 Listening and AA2 Speaking must be entered within the correct columns to facilitate the moderator's work. Please remember that the marksheet should only be uploaded once, at the top of the list.

This does not need to be included with each candidate's recording.

As can be seen in the guidelines in the oral handbook, centres are required to identify the test and task at the beginning of each recording. These details are noted clearly on the front page and inside pages of each test. By failing to do this, the work of the moderators is complicated greatly as they must often try to guess which triggers are being discussed. There have been several examples of this again this year. It is easy to adopt the habit of noting these details immediately after the candidates have introduced themselves. It would be a natural starting point to begin the assessment.

The need for a brief introduction from each candidate prior to starting was noted, in order to distinguish different names and similar voices and thus ensure fairness for all individuals. Although no marks are awarded for the introductions, there is an opportunity for candidates to build confidence before starting. Although most candidates introduce themselves by stating their names, the introduction is not always sufficient. About two or three sentences are needed per candidate. On the other hand, some spent up to 3 - 4 minutes introducing themselves.

Tasks

Comments on tasks/questions relating to candidate performance/meeting assessment criteria

This year there were eighteen stimuli as usual, with the candidates being given a choice of three stimuli in each session. There were a variety of topics within the tests and those were based on the three broad themes of Youth, Wales and the World and Employment. The most popular questions were 'Fy ardal i. Y lle gorau', 'Ydy ffitrwydd yn bwysig i ti?', 'Mae hi'n anodd bod yn ifanc', 'Ffrindiau da – ffrindiau am oes', 'Chwaraeon. Faint wyt ti'n wneud?', 'Amser hamdden – Ydyn ni'n gwneud y mwyaf ohono?' ac 'Ysgol – mwynhau? Casáu?'. The best candidates used the stimuli as a basis for their discussions and obviously, for the most part, chose the appropriate stimuli.

However, it was found that some groups clearly chose unwisely. There was a feeling that they might have gone for the first choice on the question paper. While it is not necessary to spend more than about two minutes choosing the stimulus material, it is important that you train them to consider each choice and to come to a decision based on their understanding of the title/theme, their understanding from skim-reading the boxes/bubbles and their enjoyment of discussing the topic. While the stimuli are all equally accessible, it's much easier for a group/pair to discuss what they're really interested in.

The best candidates chatted naturally and collaborated intelligently by constantly referencing the sheet and reinforcing what was there with their own experiences. They were able to compare the experiences with what was within their sphere, agreeing and disagreeing with effective reasoning. They were demonstrated to have a suitable, and at times, very rich, store of vocabulary when referring to the various features - pictures, settings, graph/chart and comments, and were also able to use the third person of the verb when referring to the speech bubbles. There were some examples, though rare within the top cohort, where the candidates read the boxes/bubbles in order to refer to what they had seen on the sheet without any further elaboration. They must show that they understand what they have seen by comparing themselves or by agreeing/disagreeing and justifying their opinions. As already stated, this group was clearly used to the activity and also accustomed to the structure of the leaflet itself. This is evidence that conveys the importance of the preparation period and also the importance of consistent oral practice in teaching Welsh. Using the stimuli in past papers is an invaluable resource.

The best candidates should be able to ask each other's opinion, add to other comments and also be able to use a wide range of simple language patterns correctly. They were also able to use a range of different tenses of the verb. Suitable use of idioms was made in many conversations and it was nice to have the feeling when listening that the candidates really enjoyed speaking Welsh and had the opportunity to showcase their language skills.

A very good and positive effort was seen from a significant number of the candidates in the lower bands. They wanted to show that they were able to use certain strategies to communicate, interact and support at their level. Naturally, the language standard of the weakest candidates was very uncertain, and limited in their ability to extend the conversation by connecting to their own experiences. Across the bands, young people were heard communicating and although the language was not always perfect, it was a joy to hear their enthusiasm and confidence.

The element of interaction has also developed, and this is an important element within the conversation, along with the need to listen and respond to other people's contributions. In referring to this, it must be noted that the form of some groups is cause for concern. The goal is for the candidates to show themselves at their best and that they are able to strengthen each other's performance while chatting. This is not possible when forming groups with a wide range of fluency. Groups of three were seen consisting of candidates on marks of 42, 26 and 12. It was clear that the candidate in the top band was not able to hold an extensive conversation with his fellow group members, and the candidate on the lower band was out of his depth. In order for them to have a perfectly level playing field, they must work with candidates of the same linguistic ability.

We have mentioned the role of the teacher every year and emphasised how key that role is. It was felt that an understanding of 'intervention' by the teachers was developing, and that the majority now understood that interaction is not 'spontaneous', meaning that the teacher cannot offer guidance. Candidates need to be helped and supported during the test, but care must be taken that this is not excessive. There were again examples this year of teachers talking too much and interrupting candidates who were clearly pausing to recall the words or phrases they were looking for. On the other hand, there has been a situation where a question or encouragement would have been beneficial, but it is pleasing to note that those cases appear to be rarer.

Although we report the linguistic errors annually within our CPD reports and sessions, unfortunately the same errors were seen again this year with structuring sentences, mutation and mispronunciation at the top of the list. Many candidates still struggle in formulating simple sentences and also in forming and responding to questions. Pronunciation is also a problem, especially at the lower levels with the words 'caru', 'chwarae', 'chwaer' and 'GCSE' among those who are still struggling. Practice opportunities should be offered constantly in order to reinforce pronunciation. Also beware of correcting candidates during the test or asking them what the Welsh word is for some words used in English. This would certainly affect anyone's confidence, especially within an assessment.

Task marking

Comments on approaches to internal marking

To facilitate the standardisation process, more than one sample had to be requested from a number of centres. This is mostly done because the centre's marks are too generous/harsh or a combination of both. In a case like this, one must query whether rigorous internal moderation has taken place prior to feeding the marks into IAMIS. There have been several such cases again this year. While we are aware of the lack of time within your centres, we urge you to prioritise this core aspect for the sake of equity to the candidates and staff. It would be a good thing to look at moderation during the year, not only before submitting samples, but as an activity that would share good practice and focus on the requirements of the criteria within the marking scheme.

I would like to thank centres for their efforts and for their positive response to the suggestions made in the report last year and in the CPD sessions. It was clear that this helped raise standards and also helped all the candidates reach their potential. The moderators enjoyed listening to a large number of excellent and natural conversations this year, and it was nice to be able to feel the enthusiasm of a large number of applicants as they learned Welsh.

Supporting you

Useful contacts and links

Our friendly subject team is on hand to support you between 8.30am and 5.00pm, Monday to Friday.

Tel: 02922404255

Email: cymraegailaith@wjec.co.uk

Qualification webpage: [GCSE Welsh Second Language](#)

See other useful contacts here: [Useful Contacts | WJEC](#)

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Access our popular, free online CPD/PL courses to receive exam feedback and put questions to our subject team, and attend one of our face-to-face events, focused on enhancing teaching and learning, providing practical classroom ideas and developing understanding of marking and assessment.

Please find details for all our courses here: <https://www.wjec.co.uk/home/professional-learning/>

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