



GCSE EXAMINER'S REPORTS

**GCSE (NEW)
WELSH SECOND LANGUAGE**

SUMMER 2019

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Annual Statistical Report

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Welsh Second Language Unit 1
General Certificate Of Secondary Education
SUMMER 2019

General Comments

This is the second assessment opportunity for the first unit this year, and it is required once more that candidates respond to visual topics and discuss a range of different contexts. Our aim is to nurture new speakers of the language, learners who will take pride in learning the Welsh language, but also young people who are aware of their heritage and Wales's rich culture. That is our wish and our hope as we face the new curriculum.

Comments on the unit

Again this year it must be emphasised that this skill is new to our teachers and the candidates themselves. It is a completely different approach to assessing the listening and speaking but again it is an opportunity to test understanding and the ability to discuss sensibly in a group. This unit requires change, and those changes require our candidates to speak Welsh in a practical and natural manner instead of discussing ready-made texts.

Firstly, therefore, reference needs to be made to the Surpass system. Samples could easily be uploaded, including mark sheets. Centres must be reminded of the need to note the names of complete groups on the forms as well as the individual elements marks. This facilitates the standardisation process and ensures that the division of marks is clear to all.

Then, the different clips need to be discussed. There was a choice of twelve video clips across the three days with a choice of two for each assessment period. There was a cross-section of sub-topics within the clips offering options for candidates of all abilities to discuss. Centres generally chose the suitable video clip for their candidates and only a very small minority had chosen strictly. Popular triggers this year were living in Wales, being famous, the environment, the school project and raising money for Children in Need. The discussion was lively, and relevant, with many succeeding in discussing a range of interesting points within the timeframe. They used a range of language patterns and successfully varied the verb tense and person. Others discussed at a superficial level but the attempt and the ability to form sentences and basic judgement was obvious.

The role of the teacher is a key part of this unit. Teachers have the ability to move a discussion along, to assist at awkward moments, to praise candidates' efforts and to ensure no-one has to struggle in a chaotic way for some time. Candidates need to be shown at their best, and teachers are free to help when needed. However, needless translation was to be avoided at times, rather than simplifying the Welsh used or paraphrasing the question.

The trigger itself is vital and candidates must consistently discuss contexts which arise from the trigger. They are expected to present and exchange facts, effectively express opinion, personally agree and disagree and extend a few topics more widely. The vast majority of candidates did this and held confident and extensive discussions.

They responded to the topics covered and discussed personal experiences as well as hopes or aspirations for the future. Only a minority introduced memorised extracts before arriving at the examination room, which were completely irrelevant to the contents of the trigger and to the nature of the assessment. This is not acceptable under any circumstances.

Communication is important when considering the oral work. Whilst perfection is not expected, meaningful conversation and discussion which reflects candidates' understanding and which gives them a chance to exchange information and opinions with others on a range of topics should be evident. This is the purpose of this unit and it is pleasing to note that the vast majority of centres this year understood this clearly.

Targets:

- It is necessary to ensure that candidates discuss the contents of the video clip regularly during the assessment in order to meet the requirements of the task. They are expected to extend the discussion but that work should always derive from the clip's themes.
- Question methods must be reviewed thoroughly and group work must develop across the assessment periods so that candidates are confident, and can work purposefully.
- As there is a range of topics that appear on the visual triggers, the previous learning must prepare candidates for the variety and the challenge, as they get a chance to respond to all kinds of subjects. This gives them an opportunity to be bold, to improve pronunciation and to clearly understand the unit's aims.
- Internal standardisation in an individual centre is an integral part of the whole process in order to maintain consistency across the section but also in order to assist new teachers and to share good practice. Presenting unmade samples creates unnecessary problems.

Welsh Second Language Unit 2
General Certificate Of Secondary Education

SUMMER 2019

General Comments

With the second year of the new course came the challenge of sitting unit two at the start of April. The majority of candidates had already sat one unit and had settled into a completely new way of examining and they now faced another verbal unit with an emphasis on communicating with others.

I would firstly like to thank the centres for their hard work. It was a pleasure to listen to the vast majority of the candidates striving to demonstrate themselves at their best. We are all working towards the same goal of giving all candidates the opportunity to develop language learning skills and strategies that will enable them to use Welsh confidently in their everyday lives. We want them to see the importance of the Welsh language and the emphasis on bilingualism, not only to their teachers but to the Government and in the business world too.

Comments on the unit

Although some aspects of unit two are similar to the old specification particularly in terms of structure, important changes have been made. There are now three broad themes and candidates are expected to respond to various materials on a trigger sheet such as graphs, pictures, stimuli, statistics, short reading texts etc. It was evident that a large number of the centres had generally studied the specification and guidance in detail, and interpreted the requirements in the most beneficial way so that candidates could respond to the task confidently according to their ability. As with unit one last year, centres had to upload samples of work to the Surpass system for the online standardisation team.

There were eighteen triggers to be used over the three days – a choice of three for each assessment period. Although some topics seemed to be more popular than others, most triggers were used. Remember the importance of choosing the correct text for the whole group and more importantly, remember to take every opportunity for candidates to practice these topics in groups in their lessons. The best groups heard in terms of interaction were clearly accustomed to this activity and were also used to the new structure of the stimulus sheet. Unfortunately, there were instances where candidates hardly referred to the stimulus sheet but rather discussed the text in general. Although the conversation was good on many occasions, punishment was necessary as there was no connection with the sheet at all. Build this structure lower down the school and adopt the model of triggers so that this type of teaching will not be new to them when they start studying GCSE.

As seen in the specification and the mark scheme, this unit's emphasis is on communication and interaction. For this to be done successfully, it is essential that they listen to each other. This, as well as the speaking, is rewarded. As candidates must refer to what is seen on the sheet, it's no longer possible for candidates to learn extracts on memory, but unfortunately it seemed that some had done so and then tried to adapt them according to what was in front of them. In this respect, group and pair discussions are improving. What needs to be focussed on now within our centres is the importance of interactions in groups / pairs. A large number remain focussed on their individual contributions rather than collaborating between members.

Ensure that you, as departments, pay close attention to the requirements of the mark scheme and discuss its implications in detail. Far too generous marks were seen on several occasions in this aspect. For the highest marks, it's not enough for them to say that they agree/disagree with another member of the group. The best should be able to ask each other's views, add to other comments etc and indeed this was seen at times among the top band. Once again, this is a skill that must be taught in class.

Among the 19,485 candidates there was a wide range of discussions. The best of these were inspiring and showed that there's so much good practice at work in our centres. Candidates within the lower bands also showed they could use some strategies to support and maintain conversation, which was also encouraging. Young people were heard communicating and although the language was not perfect, it was a joy to hear their enthusiasm and confidence. The specification requires effective communication, successfully using a range of sentence patterns. There was evidence of this on several occasions.

The teacher's role could not be disregarded within this assessment. Unlike the old specification, suggestions are given for questions that could be used in order to give candidates the opportunity to expand on their responses. As indicated on the teacher's copy sheet, "*candidates' performances depend on their own abilities*" but teachers are advised to facilitate the process by guiding and asking questions that will enable them to "*reach their potential*". There have been some excellent examples of this but it has sometimes been perceived that many have misinterpreted the meaning of the phrase "*yn ddi-gymell*" (*spontaneously*), wrongly thinking that teachers are not allowed to lead or ask questions. Certainly, a teacher should not take the lead from candidates and sometimes too much interference led the candidates away from the sheet. On the other hand, in some cases teachers were heard whispering and writing during the exam, in an attempt to provide assistance to the candidates. This created anxiety and scepticism about the validity of the exam in the standardisers' minds. We kindly ask that you ensure that this does not happen again. Yet, this was only a small minority, with the vast majority offering ideas and questions openly and efficiently.

Teachers and candidates appear to have embraced this unit and are taking advantage of the visual and analytical triggers to enrich their conversations. As has already been mentioned, the way forward is to nurture this aspect within the teaching in order to enable young people to discuss and speak Welsh naturally.

Targets:

- Ensure that candidates adjust to trigger sheets on different topics during the course, training them how to refer to the different aspects.
- Ensure that candidates are aware of and use key phrases/questions that accompany the unit so there is no need to translate into English e.g. "*Beth sy yn y lluniau?*", "*Beth mae'r graff yn dangos?*", "*Beth mae'r bocys yn dweud?*"
- Consider the teacher's role in this unit and demonstrate that by listening to groups during the course.

Welsh Second Language Unit 3
General Certificate Of Secondary Education
SUMMER 2019

General Comments

This is the first opportunity to assess reading and writing skills as part of the new specification. Major changes here include untiered paper, a range of questions of a diverse nature, including PISA-style methods and an opportunity for all candidates to have access to all parts of the paper. The hour-and-a-half long paper contained a challenge but the timing clearly suited the candidate, allowing them to complete the paper in good time.

Comments on individual questions/sections

Question 1

This is a basic question to raise candidates' confidence. The marks were good with the vast majority gaining full marks but a few continued to confuse numbers. This meant that problems could arise with the number of offices and opening times. Certainly, basic information such as numbers and times can gain or lose marks instantly.

Question 2

A second question also asked candidates to choose the appropriate photos when studying adverts. There was a clear understanding again in relation to the clothes shop and the restaurant but there was sometimes uncertainty between the Mayor's Race and the sports shop.

Question 3

A correction question offers a challenge in a completely practical way. This is an important skill for the workplace and for the future. It was therefore disappointing that a few individuals did not understand how to deal with the task. This is an opportunity to drum up candidates in terms of grammar rules so they can understand the structure of our language.

The corrections varied in terms of standard, including spelling mistakes, punctuation and grammar. Several candidates continued to misspell "*hanes*" (*history*) and "*Ffrangeg*" (*French*) and moving from the third person to the first person created problems for many. It was also apparent that correcting punctuation was alien to some. This is the sort of thing that will raise the standard of candidates' writing, therefore it's a useful skill.

Question 4

The aim of this question was to give candidates the opportunity to interpret positive points and negative points, to undertake part time work and then to respond personally to the subject concerned. There were no major problems with the grid and the majority could form a personal opinion without difficulty. The need to avoid copying too literally from the text whilst giving an opinion is to be emphasised, with a focus on sharing the candidate's own opinion.

Question 5

This question shows a different way to the practice of recording information on an exam paper, and it was pleasing to see candidates' positive responses to the challenge. The only difficulty came in the first part, as they didn't associate the word "*Beth*" (*what*) with the need for a question mark. The majority were able to interpret the graph's results effectively enough and could then express an opinion on the results. Nevertheless, correctly answering a question continues to create trouble for many, with examiners receiving answers such as "*oes*" (*yes*), "*hoffwn*" (*I would like*) and "*na*" (*no*) to name but a few.

Question 6

This question discussed a contemporary and topical subject – *Cymraeg Campus*, primary schools' *Siarter Iaith* (Language Charter). Candidates were expected to choose the important steps and set them in order with reasons. The majority were able to record sensible actions and share worthy reasons but others confused the steps and the gold, silver and bronze levels. It's important to teach candidates to read questions carefully rather than guess the nature of the task facing them.

Question 7

Questions must be asked whether some centres had prepared candidates for the translation element as some didn't understand the requirements of the task at all. These candidates were a small minority but they were a cause for concern for examiners. This is a further opportunity for candidates to master grammatical rules which will then positively influence the quality of their oral work and their extensive writing. The advert asked them to invite their audience to learn Welsh and it was a shame that the majority of candidates couldn't correctly create the command form. We are happy for candidates to paraphrase if appropriate, as long as they don't change the meaning too much. Indeed, a variety of adjectives were used to describe the attributes of the course and the majority of them were perfectly acceptable. The standard of the candidates varied greatly on this question and the need for practice before and during the preparation period must again be emphasised.

Question 8

There was a range of individual tasks in this question in order to test a different set of skills. The majority coped with the grid requirements fairly well and confidently in their search for similarities between the two girls. The problem was distinguishing between the correct and incorrect information in the second grid. This is the weak point for many and teachers must be encouraged to review this method of questioning on a regular basis so that candidates understand the task's requirements and can respond appropriately.

The last part of the question asked candidates to write a message to one of the winners and to discuss their experience of learning Welsh. Again the bullet points were important in terms of guidance but also in terms of marks. The answers varied with many responding confidently, offering relevant information and asking sensible questions whilst others had difficulties constructing an answer without merely repeating the details of the trigger.

Question 9

Here the candidates were required to write at length on one or two subjects, namely the benefits of learning Welsh or voluntary work in a children's club. There were answers of varying degrees of standard and effort. The best answers discussed the bullet points effectively, using a range of language patterns and mature ideas. It really was a pleasure to read them. The majority could attempt to answer the task but some had limited knowledge of the language and others used sketchy and inaccurate language.

The importance of the bullet points for this question must be noted as there are specific marks for the individual parts. Because of this, the expression cannot exceed the content mark, therefore this is a situation where a candidate could lose marks needlessly by not responding to the task requirements.

Targets:

The following requirements were identified:

- Ensure that attention is given to translation and correcting skills in order to improve the standard of candidates' language but also so that they understand basic grammar rules.
- Experiment with different PISA reading methods in order to develop candidates' understanding of particular extracts.
- Review basic sentence patterns and methods of expressing opinions and reasoning so that all candidates can respond to the writing tasks.
- Provide opportunities for candidates to practise extended writing regularly during the year so that they feel confident facing the final tasks in this unit.

Welsh Second Language Unit 4
General Certificate Of Secondary Education
SUMMER 2019

General Comments

The efforts of candidates of all abilities – low or high – are to be applauded. 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.

It was clear that the weaker candidates were frustrated with their inability to respond to simple pieces, especially the more challenging ones. These candidates often struggled to use simple syntax and of course, this is not due to a lack of commitment or enthusiasm from their teachers, but is often due to a lack of contact hours on the school timetable.

Comments on individual questions/sections

Question 1

- A1 (i)** The majority of candidates completed this basic, non-language task by proving an understanding of simple words on familiar texts such as food and school. Rather than ticking the correct answers, a small number of candidates identified words from the reading extracts in the answer grids and therefore failed to gain any marks.
(4 x 1 marks for ticking correct answers)
- (ii + iii)** This question generally saw good responses with candidates attempting to underline sentences correctly. A small number of candidates underlined more than one sentence out of the three options so it wasn't possible to award marks.
(2 + 2 marks for underlining the correct sentences – a total of 4 marks)
- (iv)** Here too, there was a good response to this part of the question and a significant number of candidates understood the statement in the question and could respond with correct reasons from the reading extracts. A few candidates were stumped by the fact that the statement and the question were in Welsh only, but this is a part of the challenge in this question and candidates need to practise how to respond in Welsh to simple Welsh statements.
(1 + 1 marks for correct reasons to support the statement in the question)

Examples of answers where marks were awarded:

Mae e'n/ Mae Patrick yn hoffi bwyta bwyd iachus.

Patrick yn hoffi gwersi ymarfer corff/ yn mynd i glwb chwaraeon.

Katya yn hoffi byrger.

There were very few English answers, but it wasn't possible to award a mark to those who did provide English answers.

Question 2

A2 This question was generally answered well with a large number of candidates achieving marks for identifying the correct grid answers. Similar to question A1, the paper contained a relatively simple reading piece, using a simple vocabulary on familiar texts about food and being healthy. Some candidates placed ticks in grids rather than writing the answer in words in Welsh and so failed to gain any marks. (4 x 1 marks for writing the correct information in the grid)

Question 3

A3 (i) Overall there was a good response to this part of the question. Clearly a large number of candidates were used to asking questions in Units 1, 2 and 3 and have therefore been able to ask communicative questions. A number of candidates wrote questions that were quite error-prone but communicative enough to gain a mark. (1 mark for a communicative question)

e.g.

Wyt ti'n bwyta llysiau gwyrdd/sglodion?

Pam wyt ti'n bwyta siocled?

Pam ti bwyta cacen?

Beth bwyta brechwast?

There were very few English responses to this part of the paper but it wasn't possible to award a mark to those who answered in English.

(ii) Of the three parts to question A3, this was the one where candidates could express themselves best. A range of standard sentences were used to express themselves, and the best candidates extended their sentences to offer ambitious reasons. (1 + \surd = 2 for a communicative sentence identifying how they keep fit)

There were very few English responses to this part of the paper.

(0 content mark and 0 expression mark sentences)

I play rygby.

Dw i play sports with ffrindiau.

I eatio banana achos healthy.

(1 content mark and 0 expression mark sentences)

Chwarae hoci.

Rywd bwyta salad.

Fi gwneud gemau heini.

(1 content mark and 1 expression mark sentences)

Rydw i'n chwarae pêl-droed.

Dw i'n rhedeg.

Bydda i'n cadw'n heini efo/gyda fy ffrindiau achos rydyn ni'n mynd i'r gampfa ar y penwythnos.

Rydw i hoffi cadw'n heini. Chwaraeais i hoci efo/gyda tim ysgol dydd Llun, sôn am iach.

- (iii)** As with question A3ii, there were generally good responses to this question. A range of standard sentences were used to express themselves, and the best candidates extended their sentences to offer ambitious reasons.
(1 + \surd = 2 for a sentence offering advice to Rhian)

There were very few English responses to this part of the paper.

(0 content mark and 0 expression mark sentences)

Play sports because it's healthy.

Eat salad.

Pêl-droed.

(1 content mark and 0 expression mark sentences)

Mae Rhian bwyta salad.

Dylet ti Rhian chwarae chwaraeon.

Rhian myndais nofio.

(1 content mark and 1 expression mark sentences)

Bwyta salad. (derbyn bwyta fel ffurf gorchmynnol anffurfiol y ferf bwyta)

Rhaid i ti gadw'n heini bob wythnos.

Mae'n bwysig i ti fwyta bwyd iach a gwneud ymarfer corff achos mae'n bwysig edrych ar ôl y corff.

Question 4

- A4 (i)** This question was generally answered well and a large number of candidates successfully gained marks for writing the correct answers in the grid. In contrast to questions A1 and A2, the poem offered more of a challenge on fashion text. Some candidates placed ticks in grids rather than writing the answer in words in Welsh and so failed to gain any marks.
(4 x 1 marks for writing the correct information in the grid)

Candidates should be trained to identify comprehension task requirements and to familiarise themselves with question vocabulary such as *ticiwch*, *atebwch*, *tanlinellwch*, *nodwch*.

- (ii) A question where candidates were required to determine whether 3 statements derived from the poem were correct or incorrect. The method of answering this question was by ticking if a statement was correct or incorrect. There were only a few scripts where candidates made no attempts to answer this question but candidates need to practise and get used to words such as *cywir* and *anghywir* and responding to Welsh only statements in a non-language method.
(3 x 1 marks for ticking the correct answer)
- (iii) Many pupils struggled answering this question as they didn't use the expected vocabulary when responding. Candidates need to be used to answering such questions using the correct vocabulary.
(1 mark for correct communicative response)

Examples of answers where marks were awarded:

ydw, nac ydw, ydw a nacydw, na, wrth gwrs, yn bendant, yn sicr, heb os, weithiau, dw i'n debyg, dw i'n wahanol

Examples of answers where a mark could not be awarded:

ydy, nac ydy, ydyn, nac ydyn, ydych, nac ydych, oes, nac oes, ie, tebyg, (g)wahanol, rydw i'n cytuno, rydw i'n anghytuno

- (iv) This was the hardest part of the question and the best candidates usually answered correctly. This was expected due to the question's level of challenge. In order to obtain a mark, the reason had to accompany a positive or negative answer for A4iii.
(1 mark for a communicative answer referring to the information in the poem/ proving an understanding of the poem)

It was possible to award a mark for A4iv even if the candidate wasn't awarded a mark for their answer in A4iii.

Examples of answers where marks were awarded:

(Ydw) Dwi'n meddwl bod grysau-T sy'n hongian a jîns henffasiwn yn blêr hefyd.

(Wrth gwrs) Dw i'n meddwl mae'n bwysig i edrych yn trendi a cwl.

(Na) Dwi'n meddwl bod dillad yn rhy ddrud a dwi'n hoffi gwisgo jîns.

(Rydw i'n wahanol) Mae'n well gen i wario arian ar gemau PS4 ar y wê.

Examples of answers where a mark could not be awarded:

(Ydw) Dwi'n hoffi gwisgo dillad Matalan.

(Heb os) Mae'n gas gen i ffasiwn.

Unrhyw frawddeg ble defnyddid geiriau Saesneg.

Question 5

A5 5 marks were awarded for submitting 5 facts in response to the 4 discussion points in the question. 5 marks were awarded for the correct use of syntax with reasons to support opinion. In order to gain the 5 marks for expression, candidates were required to offer an ambitious reason/reasons as well as using 3 different syntaxes. (5 marks for content and 5 marks for expression = total of 10 marks)

The question ensures that 3 different syntaxes are required in order to answer the question correctly. In terms of awarding marks for language, the emphasis is on using basic sentences correctly, ignoring mutation specifics.

The majority of candidates were able to respond to points 1, 2 and 4 of the question quite successfully, gaining marks for content and expression.

Many candidates struggled while responding to point 3 due to a lack of confidence using the past tense. A mark for content is often awarded for point 3 but a mark for expression could not be awarded.

Point 3 – *Beth brynoch chi ddiwethaf?*

Examples of answers where a mark is awarded for content and expression:

Prynais i grys-t yn Next.

Prynon ni gêm Xbox yn Game.

Ces i ddrillad newydd o Primark.

Examples of answers where a mark is awarded for content but not for expression.

Brynoch chi grys-t yn Next.

Brynoch fi gêm Xbox yn Game.

Shopais i bwyd.

Overall, these are the most obvious errors to be avoided:

Dw i'n ddim yn hoffi . . .

Fy hoff ____ yn . . .

Fy nghas ____ yn . . .

Mae ____ ydy . . .

Question 6

A6 8 marks were awarded for submitting 8 facts in response to the 3 discussion points in the question. 7 marks were awarded for correctly using syntaxes in sentences. (8 marks for content and 7 marks for expression = total of 15 marks)

The question ensures that 5 different syntaxes are required in order to answer the question correctly. In terms of awarding marks for language, the emphasis is on using basic sentences correctly, ignoring mutation specifics.

In terms of expression we were looking for the ability to:

- communicate meaningfully and attempting to use sentences
- vary the pattern of a sentence for a purpose
- use the verb and verb tense appropriately
- use a suitable vocabulary which contributes to a successful, meaningful communication.

Due to the more challenging nature of the question in terms of a more ambitious text and discussion points, many candidates struggled to reach more than half the marks. Although candidates proved their ability to use various syntaxes in A5 and C9, there was a tendency in the responses to A6 to use the same syntax on several occasions. There was a tendency to use "Mae" so it wasn't possible to award many marks for expression.

Candidates should be trained to vary the syntax and verb tenses in pieces of extended writing. The best candidates succeeded in doing this and gained the highest marks.

However, candidates are to be commended for their efforts to respond to a more challenging question and it was a pleasure to read their views on a burning issue such as technology problems.

Question 7

B7 (i) As the language in the grid was more ambitious than the language in grids A1i, A2i and A4i, fewer candidates gained full marks but the mass majority of them are to be applauded for their efforts. (4 x 1 marks for ticking correct answers)

(ii) (1 mark for naming one of the 4 people)

As this was a comprehension question, understanding the question's wording was part of the challenge. It challenged the middle-ability candidates and the best candidates – that was the aim. However, candidates of all abilities should be trained to identify words such as *pwyl? ble? pryd?* in order to respond to similar questions.

(iii) It was pleasing to see that so many candidates had persevered and attempted to answer this question. The best candidates achieved 4 marks. (2 marks each for identifying 2 problems facing the character named by the candidate in B7ii)

In order to attain these 4 marks, the reasons had to match the name noted in B7ii. Marks could not be awarded if the problems didn't match the name.

Marks could be awarded in B7iii even if the candidate was not awarded a mark for their answer in B7ii as long as the problems clearly belonged to a character in the reading passages e.g.

(Tahneen) Dim (llawer o) arian; pwysau cyfoedion.

(Ben) Ysmygu; methu stopio; eisiau stopio ysmygu.

(Mrs Thorne) Disgyblion diog (yn ei hysgol); pobl ifanc yn gwastraffu amser.

(Llinos) Ddim eisiau mynd i Florida/ar wyliau efo/gyda ei chwaer; ddim yn gallu fforddio mynd i Sbaen.

- (iv)** This is the most challenging part of this reading question but the candidates' efforts must be applauded for attempting to write communicative sentences offering advice to the characters. This question was too hard for many candidates of a lower ability but many middle-ability and the best candidates successfully gained good marks with the best managing to offer advice confidently, using correct and ambitious syntax.
(2 marks each for a communicative sentence offering advice to each of the 4 characters)

Question 8

- B8 (i)** (1 mark for correct communicative response)

As with A4iii, many pupils struggled answering this question as they didn't use the expected language in their answer. Candidates need to get used to answering questions using the correct vocabulary.

Examples of answers where marks were awarded:

ydw, nac ydw, ydw a nacydw, na, wrth gwrs, yn bendant, heb os, weithiau, dw i'n debyg, dw i'n wahanol

Examples of answers where a mark could not be awarded:

ydy, nac ydy, ydyn, nac ydyn, ydych, nac ydych, oes, nac oes, rydw i'n cytuno, rydw i'n anghytuno

- (ii)** As candidates are used to responding to statements in Units 1, 2 and 3, a large number of candidates wrote communicative responses and the best candidates successfully supporting their opinion with ambitious reasons.

Examples of answers where marks were awarded:

(Ydw) Mae dysgu sgiliau yn yr ysgol yn bwysig.

(Ydw) Mae athrawon yn helpu mwy na pobl yn ble dw i'n gweithio.

(Nac ydw) Mae gwaith rhan amser yn dysgu sgiliau pwysig fel gweithio mewn tim.

(Nac ydw) Mae mynd i glwb yn helpu pobl ifanc i wneud ffrindiau a dysgu sgiliau cyfathrebu.

Yn aml, roedd ymgeiswyr yn colli marciau am wrth-ddweud eu hateb i B8i ac yna doedd dim modd gwobrwyo marciau e.e.

(Ydw) Mae gwaith rhan amser yn bwysig hefyd.

(Ydw) Mae ysgol yn ddiflas.

(Nac ydw) Mae ysgol yn dysgu sgiliau pwysig.

(Nac ydw) Mae'n well gen i ysgol na mynd i glwb a gwneud gwaith rhan amser.

Question 9

C9 (12 marks for content and 13 marks for expression – total of 25)

There were interesting responses to both texts. Of course, the standard varied due to the wide range of linguistic ability in Unit 4. 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 definite grasp of the basics of the language and it was often possible to see that had carefully prepared their work.

In terms of content we were searching for:

- interesting and comprehensive treatment of the text
- logical progression of ideas and views
- 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 searching for:

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

To raise standards, intermediate ability candidates should:

(i) seek to form more accurate basic syntax, avoiding mistakes such as:

- *Dw i'n ddim yn . . .*
- *Dw i'n wrth fy modd . . .*
- *Achos fi'n hoffi . . .*
- *Gwisg ysgol ydy ofnadwy*
- *Y iaith Cymru ydy arbennig*
- *Es i mynd*
- *Myndwch i.*

(ii) ensure they satisfy the question's requirements by following the content points. Many candidates tended to concentrate on one element of the text only.

e.g. an essay on school subjects – favourite and worst subjects or an essay on an area rather than a holiday in Wales.

Targets:

So to summarise, candidates should:

- Practise their ability to answer simple Welsh-only questions and statements.
- Practise their ability to respond to statements and questions using appropriate vocabulary as noted in A4i, A4iii, B8i comments.
- Familiarise themselves with the wording of Welsh questions such as *tanlinellwch*, *atebwch*, *nodwch*, *ticiwch*.
- Ensure that they vary sentence patterns and verb tenses when writing extended passages with an attempt to include idioms and rhetorical questions.
- Avoid using English words at all; instead, they should use Welsh vocabulary, however basic in order to express themselves in Welsh.



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