



GCE EXAMINERS' REPORTS

**GCE (NEW)
WELSH SECOND LANGUAGE
AS/A LEVEL**

SUMMER 2019

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Annual Statistical Report

The annual Statistical Report (issued in the second half of the Autumn Term) gives overall results for all examinations administered by WJEC.

WELSH SECOND LANGUAGE
General Certificate of Education (New)
Summer 2019
Advanced Subsidiary/Advanced

General Comments

UNIT 1

- We acknowledge the exceptional work made by teachers across the country. However it **is** regrettable that the number of contact hours has decreased in some centres.
- It was pleasing that examiners from every centre referred to candidates' courtesy and enthusiasm and acknowledged that they enjoyed conversing with them.
- It is suggested that paired/group discussions are improving but there is still room to improve this skill. Amongst the best was the challenging, the questioning, the elaborating and the agreements/disagreements. They need to ask each other's opinions, ask for reasons, ask for more information, make additions to comments made by others, be ready to change their opinion or view, namely, adding to what is expected in United 1 and 2 of the GCSE examination.
- The marks of the various centres were generally close, with exceptions. As mentioned in last year's report, teachers are encouraged to use AO1 and AO2. This will reward the content and the expression separately.
- The scripting element in some centres is very high, with that impacting on reaching the highest grades.
- Overall the individual examining of the coursework was successful. A significant percentage could discuss their packs intelligently.

Comments on individual questions/sections

A : *The Film: Patagonia*

- In discussing the film, there were several examples of lively and intelligent conversation, with candidates responding in a very personal way to the topic of discussion. The best were able to discuss different aspects of the film and there were interesting responses. This percentage spoke naturally, could refer to specific scenes, could quote from the film to support their ideas and their opinions and could discuss the film's techniques, the use of symbolism, irony etc.
- As of last year, it was clear that candidates enjoyed studying the film. The best had prepared very thoroughly and communicated easily and sensibly with each other. The majority demonstrated a sound knowledge of the film and they worked well together. With the best cohort there was a free-flowing and confident conversation and they collaborated naturally in pairs/groups as a result.
- A good percentage of the candidates discussed the film's content, such as the story, characters, themes, scenes, techniques etc. accurately and in detail. Also, the fact there were two stories in one film gave each candidate on every level the chance to give their opinion effectively and to support this with relevant evidence.
- The best could elaborate by discussing the contrasts, the conflicts and the symbolism that existed in the film. They discussed the different techniques such as sound, picture and music and how a special atmosphere was created in the film.

- The majority had thoroughly enjoyed the film and learned a great deal about both countries' histories and cultures.
- The answers were not as good when discussing specific scenes, the period and the location.
Not everyone could recite the details of both stories, nor did they discuss the importance of the different characters. Not everyone always understood some of the questions. This cohort was not fully aware of the references to Tryweryn and the Falklands War.
- Despite how well the discussions were overall, the importance of studying all the story's implications including the characters' specific characteristics and the different references in both stories is suggested. In this regard, watching the film several times, if possible, would help significantly.

Section B: Non-examination assessment

- The best spoke freely and interestingly. A wide range of subjects were discussed. It was interesting to hear candidates' reasons for their choices. Welsh topics such as – *football, music and drama, fashion, tourism and the health service in Wales* were discussed and a few candidates chose a rather challenging topic, the history of Saunders Lewis and his influence on the Welsh language. Whatever the choice, they were very interesting and cheerful.
- Some students had difficulties pronouncing specific words, for example, *dyddiadur (diary), erthygl (article) and llythyr (letter)*. Some also had problems understanding the term *darn dan amodau arbennig (passage under special conditions)* and the word *ymchwil (research)*. Some individuals tried to achieve this section by relying on memorisation but unfortunately there were problems as a result.
- Like last year, the most popular forms in the pack were an article, a diary, an interview and a letter. Alas, not everyone could elaborate on their characteristics.
- One of the main weaknesses was the candidates' uncertainty in regards to the package's content, and the discussions were somewhat superficial amongst the lower cohort.

Language / Grammar

The most obvious linguistic mistakes were:

- Mispronouncing of words, for example, *Mae'n we! gyda fi, didorol, didordeb, Nant Bria!u, medwl, fflin, tradodiad, gorfen, thjma, d!ddiadur;*
- Using the English word rather than the Welsh, for example, *Cardiff* instead of *Caerdydd*;
- Answering *le* rather than *Ydw*;
- Mixing words, for example, *mewn/yn (different forms of 'in'), gwyllo/gwyliau (watching/holidays), dyddiadau/dyddiadur (dates/diary), llythyr/llyfr (letter/book);*
- Mutation errors, for example, *yn Cymru, yn Chymru, yn diddorol;*
- Incorrect use of the nominative clause *bod (to be) – bod/mae;*
- Mixing a person, for example, *ei bod hi (that she is)* whilst talking about Alejandro's character;
- Inaccurate verb forms, for example, *Rydw i dysgu/ Rydw i wedi dysgu.*

Targets:

- When assessing candidates' oral work, teachers should use AO1 and AO2. This will reward the content and the expression separately;
- Develop group work and specifically the collaboration by responding to other contributions;
- Develop the ability to spontaneously prolong discussion;
- Scripting should be avoided;
- The importance of understanding the word *ymchwil* (*research*) and knowing the package's content well.

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General Comments

UNIT 2

Overall, the standard of work was very good this year, with most candidates demonstrating a range of good writing skills. There was a variety of topics, but a large number chose the area, music or sport as a theme. There were several ambitious topics such as *Aspects of Mental Health, Welsh LGBT Problems, Welsh Legends, Designing and Building in Wales, Taron David Egerton, Welsh National Parks*. However some candidates had chosen topics that were too general, such as Drugs, and the topic was not always obviously a Welsh one. It must be ensured that the Welsh dimension is clearly demonstrated through all the individual pieces as well as in the title / field.

There were several different forms in the packs, but conversation / interview, diary, article and portrait were the most popular ones. Again this year a small number of candidates had used more or less the same contents in the 3 pieces and had adapted that content in different ways. The best managed to provide very ambitious work by presenting very interesting content which insisted on maintaining attention from the start.

The work under controlled conditions generally met the requirements of the specification very well, with many schools choosing the same form for all candidates for this task – i.e. letter or diary. This can guide the learners in their preparation for this piece. Again this year, there was evidence of some centres choosing the same theme for all the candidates. This is acceptable according to the specification, but the importance of offering the candidate the opportunity to research and read independently on a theme of particular interest to them must be noted.

The vast majority of centres had submitted 3 extended pieces to the packs, and noted a mark out of 20 at the end of each individual piece. There was clear evidence of very careful preparation by candidates, and relevant reading around the field to enrich the different discussions.

Overall, the standard of the language was very good amongst the best, some were exceptionally good, and the less able also making an encouraging impression. It is pleasing to see candidates gaining a personal style and an extended terminology in a field of particular importance to them.

Far fewer candidates had used fonts that were difficult to read easily this year – thanks to WJEC for pointing this out in the CPD sessions and to the candidates for responding to this point.

As last year, pupils' ICT skills are to be praised and this gives the work a very professional appearance. The advantage of this is the opportunity to check language and editing work, but the typos which can adversely affect the work is an obvious problem. Candidates must also be encouraged to change upper case 'l's to lower case 'i's as part of the verifying process.

The marking was accurate in almost all centres. We encourage all heads of departments to read a standardisation report on the packs and the guidance offered here in terms of marking and including individual packs.

Comments on individual questions/sections

Piece of work under special conditions: it must be ensured that this piece is handwritten rather than typed. This stops the possibility of using electronic verifying systems whilst creating this piece, and then raises the question of validity of the piece of work under special conditions. It must also be ensured that the content of the piece of work under special conditions is sufficiently extensive – equivalent to two hours of work during lessons.

There are a few centres that offer a task in a non-acceptable format in line with the specification requirements. The teacher must carefully verify the specification before allowing the pupils to proceed with their preparation work, in order to avoid losing marks for individual pieces as such.

Several departments encourage learners to include an introduction to the pack – good practice which gives the pack a personal feel and an interesting context to the project. However, some candidates included an introduction before every individual piece. Also, some introductions were longer than the individual pieces. It is therefore not possible to reward extended initial writing in accordance with the marking scheme and the specification requirements.

Targets:

The structure below is suggested to provide consistency to the packs:

- A brief introduction to present the field, the theme and the 3 forms in the pack;
- 3 packs of a standard length, with an individual mark out of 20 for each piece,
- Candidates to note the word count at the end of each piece;
- A bibliography to conclude, showing the background reading and any research undertaken;
- It must be ensured the piece of work under special conditions has been written and is sufficient in length.

The teacher should note comments / annotate pieces in order to justify marks and also to give formative feedback to the pupils.

A form not seen in the specification should not be included. It should also be ensured there is a Welsh theme throughout the pack. A teacher in charge of this unit should advise candidates as they choose forms and themes at the start of the initial preparation work. Encouraging independent reading is essential in Unit 2 in order to raise, extend and enrich learners' language skills.

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General Comments

UNIT 3

- Candidates' efforts must be noted considering that this was the first written examination since the GCSE examination. The paper's intention was to give candidates a fair opportunity to demonstrate their knowledge and understanding when writing in Welsh.
- It was felt that the paper was accessible to most candidates with the majority providing answers for each part of the paper. As a result, it was felt that overall the standard had improved once again this year.
- Unfortunately, a general trend by several candidates was to ignore the wording of questions and going about it in their own way, especially in the question in Section B (i).

Comments on individual questions/sections

Section A – The Use Of Language.

Q.1 (i)

- This year, this was a translation question. The intention of the question was to give candidates the opportunity to practice their linguistic skills in a practical manner. It was required to translate five sentences from English.
- There were fair attempts by many but amongst the frequent mistakes were not knowing the verb forms (*Hoffech chi/Hoffet ti, Dewch/Dere*) and the misspelling of familiar words.
- Although translation was noted in the specification, it was clear to see that many of the pupils weren't familiar with this skill and hadn't practiced this task beforehand. Candidates need opportunities to practice their translation skills as well as being able to recognise and correct language errors. Both elements are an integral part of learning and mastering a language.
- In translation, a consistency in the use of *'ti'* and *'chi'* is required.

(ii)

- Almost everyone had attempted this task but only a handful succeeded to gain full marks.
- The main stumbling block was to change '*fy ngŵr*' to '*ei gŵr*' and to conjugate the preposition '*i*' (*rhaid iddi hi*).
- It seemed that a few candidates struggled with irregular verb forms, e.g. *cael*.

(iii)

- Most provided answers of a high standard to this question this year. The guidance certainly gives candidates an opportunity to produce a structured, purposeful letter. It gives them an opportunity to demonstrate their writing skills and to give their imagination a free reign.
- There are certainly traces of candidates having prepared for this question. The majority had followed the guidelines given and were committed to the task. Amongst the best were answers referring to, and elaborating on, the guidelines noted with careful attention given to the formal register of the letter.
- Unfortunately, in some cases, the requirements of a formal letter were not adhered to – 2 addresses were not received, nor a suitable conclusion to the letter.

Consistent errors observed:

Mae nhw'n / Maen nhw'n

Ei – eu

Mewn/yn

Mutation after conjugated preposition

Errors in the use of article, e.g. *Canolfan y Mileniwm/y/yr, a/a'r, i/i'r*

Section B: Poetry

Q.2 (i)

- Generally there was no impression that pupils were familiar with this poem, and they certainly couldn't have given an answer to the question asked. Instead, the majority ignored the wording of the question and proceeded to try to re-tell the deemed content of the poem.
- As a result there were very general responses, at times rather vague where the candidates did not clearly understand the poem's main message.
- The best candidates successfully analysed the poem in detail and coherently, demonstrating their understanding of the poem's message.
- Some centres had coached pupils to answer by using many sentence starters to structure the answer, e.g. 'The main message of this verse is...', 'The poem's message changes during the poem because...'. This helps candidates while they create a meaningful answer.

(ii)

- Almost every candidate attempted to answer this question but the standard varied.
- The best were able to talk about the techniques in their contexts, quote from the poem and explain their efficiency. However, a number of other techniques were seen to be discussed as well as the three noted.
- Some had mentioned the techniques but they hadn't included an example from the poem.
- Very few candidates could discuss the cynghanedd. The majority had no idea about its essentials. However, those centres that prepared the candidates to discuss the essentials of the different cynganeddion by analysing and exemplifying should be praised – clear signs of enlightened teaching.

(iii)

- The best candidates gave many very interesting responses. The majority could communicate their experiences of learning and using Welsh in their schools, colleges and communities.
- Some could also elaborate very well on steps that should be taken to increase opportunities to use and develop the Welsh language. The questions gave candidates the opportunity to structure their answers.
- More emphasis on the grammatical element would improve quality throughout.

Below are the most consistent language errors seen in candidates' work this year:

- Writing the verb incorrectly: *Mae nhw'n / Maen nhw'n*
- Misuse of the verb: *bod mae / bod roedd / bod dylai / bod mynd*
- Misuse of the prefixed pronoun: *ei/eu*
- Confusion: *yn / mewn* (the definite and indefinite article) *bardd/cerdd*
- Misuse of the article: *Mae bardd/Mae'r bardd, yn y Canolfan y Mileniwm/ yng Nghanolfan y Mileniwm*
- Incorrect mutation: *fy ddosbarth / fy nosbarth*

Targets:

- Candidates need the opportunity to practice each element of the exam so that they are confident when answering the questions.
- Candidates must be trained to read the questions carefully, ensuring that they answer them directly.
- Candidates must be encouraged to ensure that they write simple sentences correctly rather than write long, verb-free sentences. This can be done by offering suggestions on how to start a sentence.

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General Comments

UNIT 4

- We would like to acknowledge the welcome extended to examiners and for the preparations overall.
- The new specifications have now been established and it is thanks to the teachers for their guidance in nurturing their candidates.
- It is pleasing that examiners referred to candidates' courtesy and enthusiasm in general.
- Group discussions / discussions in pair continue to improve but there is still room to develop this skill.
- The marks of the various centres were generally close, with exceptions.
- It is good to note that now spontaneous conversation is more pronounced amongst a good percentage.
- There is much less scripting, and to a large extent there was a natural conversation.
- Inviting Welsh speakers to the centres is a significant help in building the confidence of candidates.
- A good number use social media in a constructive way to develop their vocal skills.
- The discussion of the drama was encouraging. There were some exceptional examples.
- The standard of individual synoptic discussion is improving. Several were able to connect the different themes successfully.

Comments on individual questions/sections

Drama and Oracy

Section A: Living through the medium of Welsh

- With exceptions, the responses to this section were encouraging.
- In areas where opportunities to use the Welsh language occasionally or socially are limited, centres attempted to discover interactive activities for candidates to undertake.
- Several centres organise chat clubs weekly, inviting local Welsh people to chat to the candidates. In these cases, candidates had certainly benefitted and gained confidence from the experience.
- Not every centre was able to invite Welsh speakers. In one centre the guest speaker couldn't come to the centre but rather she spoke to them over the internet on Facetime. A new way of discussing!
- There are now good numbers using social media to promote conversations. They liked to talk about tweeting in Welsh and follow Welsh speakers on Instagram and use Facebook and Snapchat with each other.

- Candidates obviously enjoy and benefit from the experience of researching into the Welsh language in their areas. The best could discuss their areas meaningfully by referring to the use of the Welsh language locally. It is encouraging to hear the effort made by many to speak Welsh outside of their centres.
- The majority benefitted from the different experiences including visiting the theatre, listening to guest speakers, reading Welsh papers, local papers, articles and were ready to discuss this. Several centres expand the candidates' experiences beyond the classroom, by attending several theatrical performances and watching a variety of television programmes and films.

SECTION B: *Discussing a play: Crash*

- There have been several interesting interpretations of the drama *Crash*. Obviously the drama had engaged the minds of many. There have been very interesting discussions.
- A good percentage could speak freely and naturally on all aspects of the drama such as the story, the scenes, the message, the title etc. The best could express personal and assertive opinions by demonstrating the ability to identify with the characters and the themes.
- Overall the majority enjoyed the drama. The content of the play appealed to them but there were exceptions where some disagreed, declaring that the drama didn't appeal to them at all. This naturally lead to agreement and disagreement within the groups.
- The best provided a lively, quality discussion and the candidates discussed the drama in full and maturely, demonstrating very good information of the different aspects and characters. These could quote purposefully by showing a very good understanding of the text.
- Alas, many only had superficial information whilst trying to discuss specific scenes.
- Remember that the comment already made in regards to paired/group interaction rather than performing individually is true here again.

SECTION C: *Synoptic Assessment*

- Generally the standard of this section has improved. A good number now link to the drama when discussing a specific theme.
- The best could speak intelligently about a specific theme and could then link it to *Crash* by offering several examples amongst the texts they studied over the two years.
- There were some conversations of standard and interesting discussions as candidates responded to examiners' comments and questions.
- Appropriate and meaningful links were made with the short stories, the poems, Welsh films and Welsh programmes in general. The best candidates obviously enjoy seeing the different links and interpret them assuredly.
- The love triangle was the most obvious theme for many and the candidates enjoyed discussing different kinds of love between characters. Others chose to refer to relationship and family very skilfully in *Crash* and also in *Beth os, Trŵ Lyf, Angladd yn y Wlad* and other texts.
- The lower cohort tended to offer the film Patagonia as the only example whilst discussing a theme.
- Although the candidates could discuss the themes within the course, not everyone could cross-reference appropriately back to the drama.
- The importance of listening carefully before responding to a question is again emphasised.

Language/Grammar

- The most common linguistic error was misusing the nominal clause – *mae/bod*;
- The relative clause is problematic for several candidates.

Targets:

- Plan a range of activities to meet the requirements of *Byw yn Gymraeg (Living through the medium of Welsh)*;
- The importance of detailing key scenes in the drama *Crash*;
- Further develop the ability to cross-reference in the synoptic question;
- Develop group work by responding to each member in the group;
- Boost listening and comprehension skills.

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General Comments

UNIT 5

It was pleasing to see that almost all candidates could respond to the themes that arose in this paper. Most could refer to relevant information and facts, as well as expressing their personal views.

Comments on individual questions/sections

- Q.1 (i)** It was pleasing to see that many candidates referred to the role of the Welsh Government and the Welsh language Commissioner. The best could give details on relevant parts of key strategies such as *Cymraeg 2050*. Many of the candidates also commented on issues such as the following: history of establishing the first Welsh school; Welsh and bilingual education in their areas; nursery groups; local Welsh for Adults lessons; specific examples of online courses; the work of organisations such as the language initiatives and Urdd Gobaith Cymru; the role of Coleg Cymraeg Cenedlaethol. The best candidates could discuss the significance and effect of these succinctly and correctly, by expressing their opinions confidently.

In discussing their personal experiences of learning Welsh, the candidates' enjoyment was obvious in many of the answers. Again this year, some mentioned visits to organisations and/or guest speakers. It's clear that opportunities such as these enrich their educational experience. However, some candidates tended to concentrate on their personal experiences of learning Welsh *only*, in a superficial way. In such answers, the opportunity to demonstrate information and comprehension was lost.

Some candidates had a very good grasp of grammar and syntax and used a wide range of terms and vocabulary. In many of the responses, however, the language errors and the erroneous expression had a noticeable impact on the standard of work. Here are some examples of recurring errors:

- The nominal clause e.g. *bod mae; bod dylai*.
- The negative e.g. *mae e ddim*.
- Verbs e.g. missing verbs at the beginning of sentences / *roedd fi; mae nhw*.
- Prepositions e.g. *siarad i; am hi; i nhw*

- (ii) It was clear that a large number of the candidates were familiar with the various forms of protests that had been in the past. Many mentioned the roles of people such as the Beasleys, Gwynfor Evans and Saunders Lewis. A large amount of the answers also referred to *Cymdeithas yr Iaith* and Tryweryn. It was encouraging that most could refer to contemporary protests. Many of the best candidates could treat the insults against the sign 'Cofiwch Dryweryn' in a mature and extensive way. A large number of candidates succeeded in expressing a personal opinion of protesting for the language.

Some candidates mixed facts and mixed histories (especially Saunders Lewis and Gwynfor Evans). Not everyone understood that 'Tynged yr Iaith' was a radio lecture either (it was sometimes noted that Saunders Lewis established a radio programme or a radio station). Others obviously knew facts but found it hard to transfer the information due to a lack of language resources. Here are some examples of recurring errors:

- Many used the present time whilst discussing protesters of the past.
- Mutations were often flawed; one example that often arose was '*yr iaith Gymraeg*' ('the Welsh language').
- '*Protestio i*' rather than '*protestio dros/ar ran*'.
- '*Ei*' rather than '*eu*'.
- Incorrect use of the words '*erbyn*'/'*gan*' in order to convey *by*.

Q.2 Translanguaging

This year, candidates were asked to produce an article in this question. Most did so, producing a headline to their work. Sub-headings were also used by some and the impression was had that this had helped them to structure their work carefully. Almost everyone understood the English extract and could respond to it.

In the most successful answers, the candidates had used the information in the piece, responded personally to it and planned the work in much detail using a wide range of language resources and a sound syntax. Many had written in a simpler manner, yet quite correctly. The main stumbling block for many candidates, however, was the lack of language resources to express themselves in an intelligent and correct manner. In addition to the type of language errors referred to in the discussion of question 1 above, the following errors were very common:

- Incorrect mutation (e.g. not following basic rules such as mutating after the preposition 'i').
- Choosing the wrong word, e.g.:
gwybod = adnabod
gweithio'n anodd = gweithio'n galed
gwaith = gweithio (confusing the name and the verb)
gweld ar = edrych ar
siarad am = dweud wrth
ar ôl = yn ôl

Targets:

Candidates should:

- Ensure that they read the question carefully, as a small number wrote a letter instead of an article.
- Avoid quoting English sentences from the article rather than making an attempt to translanguage.
- Avoid lengthy responses. Some candidates wrote more than that was required, at the expense of a clear structure and language accuracy.

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General Comments

UNIT 6

It was pleasing to receive very positive comments about the paper, the candidates' response and the standards again this year. The examiners felt they had been given enjoyment and pleasure from reading the work of a number of the candidates. There was also reference to some candidates *expressing themselves maturely and showing a wide range of language resources*. There was evidence of teaching, learning and thorough preparation and this led to a sound grasp on grammar and syntax; which are the requirements of the mark scheme. This is evidence of the hard work and dedication of teachers and we would like to thank them for this and for ensuring that the candidates of the correct calibre (usually) sit the Unit 6 exam, which is, undoubtedly, challenging. As has been said many times, it's easy to recognise those candidates who have benefited due to having sufficient opportunities to speak and hear the language as a medium in lessons and as part of the school / college's daily language.

Comments on individual questions/sections

Section A: Use of Language

- Q.1 (i)** It was expected that this question would appeal to many of the candidates as so many of them have the opportunity to arrange holidays and travel with their friends often. Obviously most candidates read and/or write a blog fairly consistently and there were examples of rhetorical questions, exclamations and effective punctuation to create a sense of tone. Thus, overall there were a number of highly approved blogs which showed originality and humour. Good use was made of the bullet points under the letter by the candidates who achieved the mark in the higher bands. Unfortunately, some had misunderstood the question and had written (in the past) about holidays they had already been on. Some also thought they had to choose two countries out of the four referred to in the letter. The lack of paragraphing in this question and in Section B was disappointing for us examiners.

It must be stressed that SECTION A is a 'language use' section and therefore it's the standard of language which is primarily considered whilst marking this question.

There have been examples of basic language errors and spelling errors and **once again this year some were already on the paper.**

Common errors:

Mutations

- Mutation when not required (e.g. *Dw i'n fynd ...*)
- unable to use nasal mutation (e.e. after 'fy' and 'yn + lle')
- not using soft mutation (e.g. after the conditional)

Confusing 'arall' and 'eraill'; 'byth' and 'erioed'; 'adnabod' and 'gwybod'
Confusing the future and conditional (e.g. 'bydda i'n ...' and 'byddwn i'n...')
Misuse of prepositions after verbs
(e.g. 'edrych ymlaen i...' rather than 'edrych ymlaen at...')
Unfamiliar with conjugating prepositions
No capital letters at the start of a country name.

ALSO the following mistakes that have appeared in reports by senior examiners over the years:

e.g.

bod mae ...

yn eisiau

y genidol

the impersonal

the irregular verbs of the compact past (*ces i; aeth o; daethon ni*)

- (ii) It must be repeated this year that this is a task where it's easy to gain 10 marks if the candidate understands their grammar and makes consistent use of the language both orally and in writing. However, a very small number gained full marks in this question.

Including a language focus in every lesson (including drawing attention to language elements in the prose / poetry) is also helpful in preparation for the task.

The shortcomings in this question.

TASK 1:

Changing from the third person to the first person. There is reason to believe that some candidates did not understand 'third person' and 'first person' and therefore did not understand the task's requirements.

The most common errors were:

1. 'Roedd e'n gwybod ...' 'Rydw i'n gwybod...' was used instead of 'Roeddwn...'
6. *ei galon yn curo'n ei frest*. The nasal mutation caused considerable trouble.

Very few candidates managed to get this COMPLETELY correct.

TASK 2:

- 8 There were very few that doubled the 'n' in 'gofynnais'.
9. Most gave 'gwrthodd' rather than 'gwrthododd'.

SECTION B – The Short Story

- Q.2 (i)** Similar to Section A, question 11, it was expected that this question would appeal to most of the candidates because there was an opportunity to discuss the risk that **either** Marc **or** Ceri was taking. As well as this, young people these days are very aware of the dangers of initiating a conversation online.

Overall there were a number of highly approved responses which demonstrated information of the text and showed the candidate's ability to present a balanced argument and to demonstrate a mature opinion. Good use was made of the bullet points in the question and this led the best to write confidently and coherently.

In order to gain marks in the higher bands it is vitally important to understand the characteristics of different forms of writing. To ensure this the candidate must have sufficient opportunities to read examples of the forms, discuss and identify the linguistic needs within the genre before creating their own examples. It's evident that those who expressed themselves well and who gave careful attention to register had received this guidance.

The best candidates discuss, for example:

CERI

- Ceri's fragile situation after being hurt by Gareth and the danger of being hurt again
- the distance she will travel from her habitat and her familiarisations
- the fact that she 'hardly knows Marc' and has never met him
- the risk that not everything Marc says is true
- the dangers of starting a relationship on the web
- Ceri's uncertainty about the situation

MARC

- the risk of inviting a totally unfamiliar person, one that he 'barely knows' to his home
- the fact that he will have to care for her whilst she is in Australia
- the disappointment if things do not work out when they meet
- the fact that Ceri is finding it difficult to trust men anymore
- the danger of being in a position where it will not be possible to get rid of her if things don't work out between them

Some answers were far too long and were therefore weak grammatically and were repetitive.

'About 100 words' is mentioned in the exam paper and therefore candidates need to be trained to be subtle.

(ii) Candidates must:

- recognise the techniques in the **extract** (rather than the whole story)
- give an example / examples of the techniques
- explain the effect of the techniques on the success of the story and on the reader

Also, in order to gain marks in the higher bands **every** technique in the question rubric must be discussed.

Again this year, some candidates hadn't paid attention to all techniques although there were plenty of examples of each one in the extract. Also there were examples of discussing other techniques which weren't in the question. The question asked in the exam paper must be answered.

It's crucially important that candidates are trained to explain why a technique is successful. There was a tendency to repeat the same fact over and over again, facts which often made little sense.

See the marking scheme to see specific examples of what would be expected to achieve marks in the higher bands.

It also needs to be noted how important making use of the correct style of language is when discussing the techniques e.g. question mark, exclamation mark, ellipsis.

Notice that the wording of the question states discussing the techniques of the **extract in question** although there is sometimes a tendency to refer to the story as a whole.

- (iii) The synoptic question (i.e. discussing in detail the **theme in question**, referring to literature and visual material **which deal with the same theme and linking them to the extract below**.)

The idea of making cross-references is usually a problem, and not only for weaker candidates. But it is encouraging that many had co-ordinated the piece in question with other texts that dealt with the same experience and they had the language resources to do so in most cases.

Many candidates had paid attention to the key words i.e., '**cysylltu gyda'r darn isod**' (linking them to the extract below) and they had the language resources to do so. Also, it's evident that they were trained to stick to the theme **in the question**. Although the question asks about 'relationships when people are disappointed and hurt as a relationship comes to an end', it was surprising how many candidates referred to **relationship** in general. It was pleasing to see that candidates in some centres had been guided to read or watch texts which prove wider study. There was reference, for example, to *Un Bore Mercher, Gwaith Cartref, Hedd Wyn, Solomon a Gaenor* and *Siwan*.

Two important elements in the mark scheme for this question are **making a cross-reference between different aspects of the subject** and **using quotations correctly and purposefully**. Of course, those who gained most marks did so and ensured that the name of the author / poet / playwright and the title of the text was completely correct at the same time (as well as the names of the characters in the different texts).

It's important that candidates learn 'stock' sentences for oral and written synoptic responses and that they use them consistently in context and therefore examples were included in the report again this year.

e.g.

- (i) Language patterns to help candidates refer to the way the author / playwright discusses the theme in question:

Yn y darn hwn o'r stori fer (e.g. Angladd yn y Wlad) ...

- *mae'r awdur yn sôn am ...*
- *mae (e.g. Ioan Kidd) yn cyfeirio at...*
- *rydw i'n teimlo bod yr awdur yn cynnwys nifer o...*
- *rydw i o'r farn bod (e.g. Ioan Kidd) yn trafod mewn ffordd...*

- *mae'n amlwg ei fod e'n teimlo bod...*
- *gellir dadlau ei bod hi'n pwysleisio'r ffaith mai...*
- *mae'n hawdd gweld bod yr awdur o'r farn bod...*

(ii) Language patterns which help the candidate to compare with the way other authors / poets / playwrights discuss the topic:

- *Mae hyn yn debyg i ...*
- *Mae hyn yn ein hatgoffa o...*
- *Mae'r un syniad i'w weld yn y ddrama, y gerdd...*
- *Mae'r un syniad yn bodoli yn y ddrama, y gerdd...*
- *Gellir dadlau bod hyn yn debyg i...*
- *Gwelwn yr un thema yn amlygu ei hun yn...*
- *Mae'r berthynas rhwng ... a ... yn gwneud i ni feddwl am...*
- *Mae'r berthynas rhwng ... a ... yn fy atgoffa o...*

Targets:

- There should be plenty of opportunities for candidates to speak and hear the language as a medium in lessons.
- Candidates must be trained to read each question thoroughly and to respond specifically to what is being asked.
- Candidates should get sufficient verbal and written opportunities to correct common errors that are highlighted annually.



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