

Entry Level Foundation Qualification Core Cymraeg

Draft Specification

Teaching from September 2027
First Award 2029

This is a DRAFT specification. Centres should therefore expect some changes in the final version published in September 2026.

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

- [General Foundation Qualifications Approval Criteria](#) set out the requirements for any new General Foundation qualification approved for first teaching from September 2027 onwards.
- [Standard Conditions of Recognition](#) which contains the rules that all awarding bodies and their qualifications must meet when offering qualifications to learners in Wales.

Copyright

© WJEC CBAC Limited 2026.

CONTENTS

1	INTRODUCTION	6
1.1	Aims	6
1.2	Curriculum for Wales	6
1.3	Prior learning and progression	7
1.4	Guided learning hours	8
1.5	Use of language	8
1.6	Equality and fair access.....	8
2	SUBJECT CONTENT	9
	How to read the amplification	9
	Unit 1: Reading to understand and refer to familiar contexts	10
	Unit 2: Oral – for everyday life.....	12
	Unit 3: Writing – for practical purposes	15
	Opportunities for integration of learning experiences	17
3	ASSESSMENT	18
3.1	Assessment Objectives and Weightings.....	18
3.2	Assessment Overview	19
3.3	Management of assessments	20
3.4	Resubmission of internally assessed non-examination assessments	21
4	MALPRACTICE	22
5	TECHNICAL INFORMATION	23
5.1	Making entries	23
5.2	Qualification entry.....	24
5.3	Grading, awarding and reporting	24
5.4	Resitting assessments.....	25
5.5	Resitting the qualification.....	25
	Appendix A: Opportunities for embedding elements of the Curriculum for Wales	26

Empowering learners, supporting teachers

As Wales' largest awarding body, we have over 75 years of experience in delivering trusted, high-quality qualifications that support learners, educators, and employers across Wales.

We provide a wide range of bilingual qualifications that are accessible, engaging, and designed to meet the needs of today's learners.

Our qualifications are backed by expert subject teams, high quality resources, and responsive, specialist support. Our work is guided and shaped through close collaboration with schools, colleges, regional consortia, sector experts and Qualifications Wales.

We are the only awarding body offering qualifications in all series of what is available as National Qualifications 14-16. We are therefore delighted to have a key role in supporting the Welsh Government's aspiration to make education in Wales something the nation can be proud of. It is our commitment to helping all learners achieve their potential and to move forward with confidence.

A strong foundation for success in the future

Our General Foundation Qualifications are designed to inspire and support learners, offering a two-year programme that is accessible and engaging. These qualifications help learners build confidence, develop essential knowledge, understanding skills, and enjoy meaningful success.

Their unitary structure is one of the key features of our General Foundation Qualifications. This allows learners to complete some assessments in Year 10 and other assessments in Year 11. This flexible approach supports steady progression, reduces assessment pressure, and gives learners the opportunity to demonstrate achievement throughout the course.

The compensatory nature of our General Foundation Qualifications recognises learners' strengths across different units. Because the same level of performance is not required in all areas, high achievement in one unit can compensate for lower performance in another. The assessment experience is therefore an inclusive and supportive one on this basis.

Our General Foundation Qualifications build on the conceptual understanding learners have developed through their learning from ages 3-14 when following the Curriculum for Wales. This ties in with, and supports the four purposes and principles of progress. Although they are quite different to the GCSEs, we have designed them to provide a broad basis for progression onto our related GCSEs by focussing on similar skills and understanding.

Whether learners continue to study the subject or not, they will gain valuable knowledge, understanding and skills, and a sense of accomplishment that prepares them for life, learning, and work.

Entry Level Foundation Qualification Core Cymraeg

SUMMARY OF ASSESSMENT

Unit 1: Reading to understand and refer to familiar contexts

Two subject tests

25% of qualification

Multiple-choice questions

Set by WJEC, and marked by WJEC

40 marks

Read simple texts and answer multiple-choice questions based on the contexts of Yr Ardal/The Area and Byd Gwaith/World of Work. Centres can choose to administer the multiple-choice subject tests either digitally or in paper format within a four-week assessment window. The duration of each test is 30 minutes.

Unit 2: Oral – for everyday life

Practical assessment

40% of qualification

Individual oral tasks

Set by WJEC, marked by the centre and moderated by WJEC

40 marks

Understand and respond verbally to tasks based on the two broad themes Yr Ardal/The Area and Byd Gwaith/World of Work. Candidates will be allowed 4-6 minutes to complete this assessment.

Unit 3: Writing – for practical purposes

Written assessment

35% of qualification

Two writing tasks

Set by WJEC, marked by the centre and moderated by WJEC **20 marks**

Writing to convey information for tasks based on the two broad themes of Yr Ardal/The Area and Byd Gwaith/World of Work. Candidates can have up to 45 minutes to complete each task

This is a unitised qualification.

It is not tiered.

There is no suggestion of a specific teaching order.

Units 1 and 2 will be available from 2028, with Unit 3 available in 2029.

The first award of the qualification will be 2029.

Qualification Approval Number: [Click here to enter accreditation number.](#)

Entry Level Foundation Qualification Core Cymraeg

1 INTRODUCTION

1.1 Aims

The Entry Level Foundation Core Cymraeg qualification enables learners to do the following:

- explore a range of knowledge, skills and understanding in relation to the Welsh language
- be assessed in a variety of relevant and meaningful contexts
- communicate fairly clearly and accurately in Welsh
- develop knowledge and understanding of Welsh vocabulary and structure
- express themselves in a range of contexts and for different audiences and purposes
- contribute to a conversation / discussion
- develop Welsh language knowledge and skills that are suitable for the workplace

The construct of the Entry Level Foundation Core Cymraeg qualification is based on the Welsh Government subject specific considerations and statements of what matters for Languages, Literacy and Communication:

- understanding the world around us
- enjoyment of Welsh and seeing value for Welsh outside the classroom
- using language associated with interests
- developing the use of Welsh for socialising and in the workplace
- a wide variety of opportunities for learners to hear, see and read material in Welsh
- develop linguistic skills in order to use Welsh.

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

1.2 Curriculum for Wales

This Entry Level Foundation Core Cymraeg qualification is underpinned by the Curriculum for Wales framework. It was designed to ensure that learners can continue to make progress towards the four purposes whilst studying for this qualification. Central to this design are the [principles of progression](#), along with the [statements of what matters](#) and those [subject specific skills and concepts](#) outlined in the '[Designing your Curriculum](#)' section of the Languages, Literacy and Communication Area of Learning and Experiences.

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

We have also considered where the qualification can generate opportunities for integrating the learning experiences noted on page 18; the Guidance for Teaching will include further information on integrating these learning experiences.

The Entry Level Foundation Core Cymraeg qualification will support the Curriculum for Wales by:

- Supporting the statements of what matters¹ by giving learners the opportunity to:
 - develop their understanding, and their ability to respond effectively
 - interact and build relationships
 - spark their imagination.

- Supporting the principles of progression² by giving learners the opportunity to:
 - build on their linguistic skills
 - grow holistically in their understanding and purposeful use of languages, literacy and communication
 - develop their linguistic repertoire through understanding how Welsh works
 - adapt and manipulate language to communicate effectively with a range of different audiences
 - develop language and expression skills
 - transfer existing knowledge and skills into new contexts including the social aspects.

- Supporting the key considerations for language development³ by giving learners the opportunity to:
 - develop phonological awareness and phonemic awareness
 - build on learners' previous knowledge of language(s) to support the learning of Welsh
 - hear, see, and read Welsh
 - provide suitable and sufficient opportunities for learners to use their Welsh purposefully in an authentic context.

1.3 Prior learning and progression

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

The qualification allows learners to develop a strong foundation of knowledge, skills and understanding which supports progression to post-16 study and prepares learners for life, learning and work. The qualification provides a broad foundation for progression to GCSE Core Cymraeg and other related qualifications. In addition, the specification provides a coherent, satisfying and worthwhile course of study for learners who do not progress to further study in this subject.

¹ [Languages, Literacy and Communication; Statements of what matters – Hwb \(gov.wales\)](#)

² [Languages, Literacy and Communication; Principles of progression – Hwb \(gov.wales\)](#)

³ [Languages, Literacy and Communication; Designing your curriculum – Hwb \(gov.wales\)](#)

1.4 Guided learning hours

The qualification Entry Level Foundation Core Cymraeg has been designed to be delivered within 120 guided learning hours (GLH). The qualification Entry Level Foundation Core Cymraeg has been primarily designed as a 2-year programme for learners in years 10 and 11. Centres have flexibility in how they structure and deliver their courses within the total GLH for the qualification. The amount of content in each unit and its weighting within the qualification provides an indication of the predicted percentage of ODA required for each unit.

The total qualification time (TQT) is the total amount of time, in hours, expected to be spent by learners to achieve a qualification. It includes both the (GLH) and additional time spent in preparation, study and some formative assessment activities. As General Foundation Qualifications are primarily designed for pre-16 entry level learners, all learning and assessment within the qualification is intended to be guided. Accordingly, the total qualifying time is set at 120 hours.

1.5 Use of language

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

1.6 Equality and fair access

This specification is designed to be accessible to all learners, regardless of gender, ethnicity, religion, culture, or any other protected characteristic as defined by the Equality Act 2010. These characteristics include age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex, and sexual orientation. Inclusive design principles have been applied throughout the qualification, including the use of clear and unbiased language and diverse examples. Every effort has been made to avoid, where possible, features that could create barriers to access or achievement.

Access arrangements and reasonable accommodations are available to eligible learners to ensure they are able to participate fully in assessments and demonstrate their knowledge and skills. These adjustments do not change the proposed demand from the assessment but support fair access. Guidance on access arrangements and reasonable adjustments can be found in the Joint Council for Qualifications (JCQ) document Access Arrangements, Reasonable Adjustments: General and Vocational Qualifications, available at www.jcq.org.uk.

This qualification adheres to the principles outlined in the JCQ guidelines. As a result of inclusive planning and provision for reasonable adjustments, very few learners should encounter a complete barrier to any part of the assessment process.

2 SUBJECT CONTENT

How to read the amplification

The amplification provided in the right-hand column uses the following two stems:

- 'Learners should understand' is used when learners are required to demonstrate greater depth of knowledge and understanding, application of knowledge to familiar contexts and for a given purpose.
- 'Learners should be able to' is used when learners need to apply their knowledge and understanding to a practical situation or demonstrate application of practical skills and techniques.

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

The use of the words 'for example' or 'such as' indicates that the specified content is for guidance only, and alternative examples could be chosen.

DRAFT

Unit 1: Reading to understand and refer to familiar contexts

Two subject tests

25% of qualification

Read simple texts and answer multiple-choice questions

Set by WJEC, and marked by WJEC

40 marks

Overview of the unit

The purpose of this unit is to:

- enable learners to read simple reading texts in familiar situations in Welsh
- understand and respond to different types of simple reading texts
- understand the main points and specific details of simple reading texts
- develop reading and response skills to prepare for the world of work.

The following two broad themes are expected to be the basis for learning the language:

- Yr Ardal (The Area)
- Byd Gwaith (The World of Work)

In this unit, candidates are required to read simple texts and answer multiple-choice questions based on the contexts of Yr Ardal and Byd Gwaith. Centres can choose to administer the multiple-choice subject tests either digitally or in paper format, within a four-week assessment window.

Areas of content

1.1 Reading to understand and refer to familiar contexts

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

- 1.1.1- Manylion personol (Personal details)
- 1.1.2- Cyd-destun byd gwaith (World of work context)
- 1.1.3- Cyd-destun yr ardal (The area context)
- 1.1.4- Language elements

Section	Amplification
1.1.1 Personal Details	<p>Learners should be able to read the main points and specific details of simple reading texts including:</p> <ul style="list-style-type: none"> • personal details, including: <ul style="list-style-type: none"> • name • age • live • family/friends • interests/hobbies, for example: <ul style="list-style-type: none"> • swimming • hockey • football • expressing opinions, including: <ul style="list-style-type: none"> • likes/dislikes • enjoy/don't enjoy • want/like to have in the area • I prefer <p>Learners should be able to understand and respond to key questions about personal details.</p>

<p>1.1.2 World of work context</p>	<p>Learners should be able to read and understand the main points and specific details in simple reading texts about the world of work, including:</p> <ul style="list-style-type: none"> • work experience • personal skills, for example: <ul style="list-style-type: none"> • using a computer • being organised • being tidy • being a team player • dealing with money/people. <p>Learners should be able to understand and respond to questions about the world of work.</p>
<p>1.1.3 The area context</p>	<p>Learners should be able to read the main points and specific details of simple reading texts about the area including:</p> <ul style="list-style-type: none"> • key vocabulary, for example: <ul style="list-style-type: none"> • area/location, for example, city, town, village • simple verbs, for example, play • the weather • facilities, for example: <ul style="list-style-type: none"> • leisure centre • beach/sea • cinema • ten pin bowling • shops. <p>Learners should be able to understand and respond to questions about the area.</p>
<p>1.1.4 Language elements</p>	<p>Learners should understand the language elements, including:</p> <ul style="list-style-type: none"> • different verb tenses, for example: <ul style="list-style-type: none"> • I went • I would like • It was • I enjoyed / I didn't enjoy • adjectives, for example: <ul style="list-style-type: none"> • busy • fantastic • fun • boring • quiet • loud/high • organised • time and dates, for example: <ul style="list-style-type: none"> • time, for example: day, week, month, year • seasons • next/last.

Unit 2: Oral – for everyday life

Practical assessment

40% of qualification

Individual tasks

Set by WJEC, marked by the centre and moderated by WJEC

40 marks

Overview of the unit

The purpose of this unit is to:

- enable learners to understand and use Welsh in familiar situations
- use Welsh to communicate with others
- use simple sentences to convey information
- offer a simple response to familiar questions
- understand specific details within familiar situations
- develop communication skills to prepare for the world of work.

The following two broad themes are expected to be the basis for learning the language:

- Yr Ardal / The Area
- Byd Gwaith / The World of Work

This unit requires candidates to:

- use role-play based on the world of work and respond to questions
- present information and answer questions based on their area.

There will be stimuli/scenarios and sample questions from WJEC, however, centres can adapt the context for their learners. Learners will not have to complete the same scenario and questions..

Areas of content

2.1 Oral - for everyday life

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

2.1.1- Hold a conversation about the world of work

2.1.2- Present information about the area

2.1.3- Language elements

Section	Amplification
<p>2.1.1 Hold a conversation about the world of work</p>	<p>Learners should understand familiar questions about the world of work.</p> <p>Learners should be able to hold a conversation with the teacher using simple sentences.</p> <p>Learners should be able to hold a conversation referring to specific information about themselves, including:</p> <ul style="list-style-type: none"> • name • age • live • interests/hobbies • personal skills. <p>Learners should be able to hold a conversation referring to specific information about a job, including:</p> <ul style="list-style-type: none"> • job type. <p>Learners should be able to express opinions using simple sentences, including:</p> <ul style="list-style-type: none"> • like/dislike. <p>Learners should be able to respond verbally to questions using simple sentences, for example:</p> <ul style="list-style-type: none"> • what sort of person are you? • why do you want to work in/in a...? • what are the skills needed to work in/in a...? <p>Learners should be able to ask simple questions about the world of work, for example:</p> <ul style="list-style-type: none"> • when does the job start? • what time does the work start/finish?

<p>2.1.2 Present information about the area</p>	<p>Learners should be able to present verbal information about their cynefin (local area) using simple sentences, including:</p> <ul style="list-style-type: none">• what's in their area?• are there attractions/leisure facilities in their area?• what's to see in the area?• what is there to do in the area? <p>Learners should be able to express simple views about the area, including:</p> <ul style="list-style-type: none">• what kind of place do they live in?• what do they like about their local area? Why?• what do they dislike about their local area? Why? <p>Learners should be able to respond simply and orally to familiar questions about their area, for example:</p> <ul style="list-style-type: none">• do you like your area?• is there... in your area?• what would you like to see in your area?
<p>2.1.3 Language elements</p>	<p>Learners should understand and use the language elements, including:</p> <ul style="list-style-type: none">• different verb tenses, for example:<ul style="list-style-type: none">• I went• I would like• I enjoyed/ didn't enjoy• adjectives, for example:<ul style="list-style-type: none">• busy• fantastic• fun• boring• quiet• loud/high• organised• time and dates, including:<ul style="list-style-type: none">• time, for example; day, week, month, year• seasons• next/last.

Unit 3: Writing – for practical purposes

Written assessment

35% of the qualification

Two tasks

Set by WJEC, marked by the centre and moderated by WJEC

20 marks

Overview of the unit

The purpose of this unit is to:

- enable learners to write simply in familiar situations in Welsh
- use simple sentences to convey information
- develop writing skills to prepare for the world of work

The following two broad themes are expected to be the basis for learning the language:

- Yr Ardal (The Area)
- Byd Gwaith (The World of Work)

In this unit, candidates are required to:

- complete a work-related writing task, for example writing a letter, email, CV, personal information form or application form
- provide written information about the local area, for example facilities, attractions, clubs.

There will be example stimuli/scenarios from WJEC, however, centres can adapt the context for their learners. Learners will not have to complete the same scenario and context.

Areas of content**3.1 - Writing – for practical purposes**

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

3.1.1- Discuss the world of work

3.1.2- Discuss the area

3.1.3- Language elements

Section	Amplification
<p>3.1.1 Discuss the world of work</p>	<p>Learners should be able to present specific information about themselves including:</p> <ul style="list-style-type: none"> • name • age • live • school name • interests/hobbies • type of person • job they'd like to get • personal skills • subjects at school. <p>Learners should be able to express their views simply about the world of work, for example:</p> <ul style="list-style-type: none"> • why do they want a job? • skills needed for the job?
<p>3.1.2 Discuss the area</p>	<p>Learners should be able to present information about clubs/facilities/attractions in the area, including:</p> <ul style="list-style-type: none"> • what is the club/facilities/attraction • time • location • cost • contact details • arrival details • last visit. <p>Learners should be able to express a simple opinion about the area, for example:</p> <ul style="list-style-type: none"> • what do they like/dislike about their area? • opinions about facilities in the area.
<p>3.1.3 Language elements</p>	<p>Learners should be able to use simple sentences, including:</p> <ul style="list-style-type: none"> • different tenses of the verb, for example: <ul style="list-style-type: none"> • I would like to have a job / work in / a • I would like to have a job / work in / a • spelling familiar vocabulary • punctuation.

Opportunities for integration of learning experiences

The Entry Level Foundation Qualification Core Cymraeg creates opportunities to develop the following learning experiences (the experiences will not be directly assessed):

- explore the value of Welsh and its use in society and in the workplace
- explore the diverse nature of Welsh citizenship and its cultures
- make appropriate use of digital technology
- make appropriate links with other parts of the curriculum
- listening to Welsh in authentic contexts
- communicating with peers in Welsh
- explore Welsh traditions and festivals through language.

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

For opportunities to develop cross-subject themes, cross-curricular skills and integral skills please see [Appendix A](#).

3 ASSESSMENT

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

3.1 Assessment Objectives and Weightings

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

AO1- Understand and respond

- Understand and respond in different familiar situations and contexts.
- Understand and respond to a variety of questions in familiar contexts.
- Understand the main message of reading texts in Welsh.

AO2- Expression and communication

- Communicate in Welsh in different situations and familiar contexts.
- Convey information for different contexts.
- Prepare for the world of work in Welsh.

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

	AO1	AO2	Total
Unit 1	25%		25%
Unit 2	20%	20%	40%
Unit 3		35%	35%
Overall weighting	45%	55%	100%

3.2 Assessment Overview

Unit 1: Reading to understand and refer to familiar contexts

- This unit in the form of two multiple-choice tests will be available for a 4-week window during the summer term. A candidate must sit both tests within the same assessment window.
- A candidate does not have to complete both tests in the same session, but all individual tests must be completed within one session.
- The duration of each test is 30 minutes.
- In this unit, candidates are required to read simple texts and answer multiple-choice questions based on the contexts of Yr Ardal (The Area) and Byd Gwaith (World of Work).
- This unit will be set by WJEC, and marked by WJEC.
- Centres will have the option to complete the test digitally or on paper.
- The assessment contributes to 25% of the overall qualification.
- The unit will be marked out of a total of 40 marks (20 marks per test).
- This unit will be available from 2028 (and every year thereafter).

Unit 2: Oral – for everyday life

- This unit will take the form of a practical assessment.
- There are four tasks for this unit.
- In this unit, candidates are required to:
 - use role-play based on the world of work and respond to questions
 - present information and answer questions based on their cynefin (local area).
- Scenarios and questions have been set by WJEC, however, centres can adapt the context for their learners. Learners will not have to complete the same scenario.
- The tasks will not change.
- This unit will be marked by the centre, and moderated by WJEC.
- The assessment contributes to 40% of the overall qualification.
- The unit will be marked out of a total of 40 marks.
- Candidates must be allowed 4-6 minutes to complete this assessment.
- Learners can have up to 2 hours of additional time under formal supervision, to prepare for Part 2- Task 1.
- This unit will be available from 2028 (and every year thereafter).

Unit 3: Writing - for practical purposes

- This unit will take the form of a written assessment.
- This unit comprises of two tasks.
- In this unit, candidates are required to:
 - complete a work-related writing task, for example writing an application letter, completing a job application form, writing a CV, personal information/application form (up to 100 words).
 - present written information about the local area, for example facilities, attractions, clubs etc. (up to 100 words).
- Scenarios have been set by WJEC, however, centres can adapt the context for their learners. Not all candidates will have to complete the same scenario and context.
- The tasks will not change.
- For Task 2, candidates can present the work in a format of their choice e.g. Word document, PowerPoint, letter, email, poster etc. Please note, some formats, such as posters, for example, may restrict access to higher-level marks. However, this format can offer a more accessible and interesting way for lower-ability candidates to present their work.

- This unit will be marked by the centre, and moderated by WJEC.
- The assessment contributes to 35% of the overall qualification.
- The unit will be marked out of a total of 20 marks.
- Candidates can have up to 45 minutes to complete each task.
- Candidates may have up to 30 minutes to conduct research under supervised conditions.
- This unit will be available from 2029 (and every year thereafter).

3.3 Management of assessments

Two units in the qualification are assessed through non-exam assessments. Non-examination assessment is structured across three key stages: task setting, task taking, and task marking.

All non-examined assessment (NEA) must adhere to the instructions included in *JCQ's Instructions for Conducting Non-Examination Assessments (Vocational and Technical Qualifications)*. Please note that the JCQ guidance for *GCE and GCSE Specifications* is **not** applicable to this qualification.

Task Setup

Assessment packs will be provided for each unit in accordance with the arrangements set out in 3.2.

Taking Tasks

The completion of a non-exam assessment is guided by controls in five areas: time, resources, supervision, authentication and collaboration.

- **Time:** Each assessment pack specifies the total time available or will indicate that there is no time limit; suggested time is provided per task although candidates can allocate this time across tasks as appropriate.
- **Resources:** Any specific resource requirements will be outlined in the assessment pack.
- **Supervision and authentication:** Learners should normally be supervised by a teacher when completing assessment tasks. Teachers can explain the requirements of tasks but must not give feedback on the evidence that is produced.
- **Collaboration:** Group work is allowed only when specified. Individual contributions must be clearly identified and independently assessed to ensure fairness. Learners must provide individual responses, and evidence must be appropriate for all learners. Authentication sheets must be signed by both the teacher and the learner.

Task Marking for internally assessed non-examined assessment (Units 2 and 3)

All marking must be done by a designated teacher with appropriate subject expertise, using the marking criteria provided in the assessment pack. Evidence must align with the expectations set out in the assessment pack.

Written evidence must be annotated to show how it meets the marking criteria.

Where necessary, evidence of performance (e.g. presentations) must be recorded using observation records containing descriptive and summary comments.

Teachers are responsible for ensuring that:

- learners and teachers have signed statements confirming the authenticity of the work submitted.

- the assessment is carried out in accordance with the expectations of the assessment pack and the JCQ guidance
- awards are made only against the statements of the performing band
- evidence is valid, clearly annotated, and accurately recorded
- when used, observation records contain sufficient detail to support assessment decisions.

3.4 Resubmission of internally assessed non-examination assessments

In units 2 and 3, where the work is assessed by the centre, teachers may allow a learner one opportunity to improve their evidence and resubmit it for marking before the final marks are submitted for moderation. This process is referred to as resubmission.

Internal assessment must be scheduled to allow sufficient time for this resubmission window, where needed, prior to external moderation. Learners must complete the full assessment before their work is initially marked, and any resubmission is authorised.

Any feedback provided to learners must:

- be factual, based on what has been observed in their work
- avoid directing learners on how to improve their mark
- be documented and made available for external moderation if requested.

Teachers must not:

- permit multiple resubmissions based on minor changes following feedback
- allow learners to add, amend, or remove any work after a resubmission has been marked.

Learners are not required to produce an entirely new set of evidence for resubmission. They should focus on the areas where they did not achieve the desired mark. As a result, they may not need the full time specified in the assessment pack, although they can use up to the full allocation if necessary. The assessment pack states roughly how much time learners should spend completing each task. When learners are focusing on specific tasks to be resubmitted, the time allowed should not exceed the total time suggested for those tasks.

There is no need to create a separate candidate marks submission sheet for resubmission; The original sheet may be updated with revised marks and additional comments. Centres should keep internal records of resubmissions to provide a clear audit trail, which will be useful if queries arise. Only the final marks and evidence need to be submitted for external moderation.

Once marks have been submitted for moderation, no further resubmission of the same assessment is permitted. Learners have one opportunity to resit the assessment in a future assessment series. When resitting an assessment, centres must ensure that learners are using the assessment brief released for that series. (see Section 5.4).

NB – For Unit 1, which is assessed by WJEC, teachers must **not** allow a learner an additional opportunity to improve their evidence before the work is submitted to WJEC for marking. **Teachers must follow the instructions included in the assessment pack.**

4 MALPRACTICE

Before the course starts, the teacher is responsible for informing candidates of WJEC's regulations concerning malpractice. Candidates must not take part in any unfair practice in the preparation of work for Entry Level Foundation Qualification Core Cymraeg.

Information regarding malpractice is available in our [Guide to preventing, reporting and investigating malpractice](#).

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

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

DRAFT

5 TECHNICAL INFORMATION

5.1 Making entries

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

Assessment opportunities will be available in the summer assessment period each year, until the end of the life of the specification.

Unit 1 and Unit 2 will be available in 2028 (and each year thereafter). Unit 3 will be available in 2029 and every year thereafter.

Candidates must complete both Unit 1 tests within the same assessment window.

Entry for individual units must be made by submitting the relevant unit shown below:

	Entry Codes
Unit 1	
Unit 2	
Unit 3	

5.2 Qualification entry

The qualification will be awarded for the first time in summer 2029.

Candidates will be entered for the qualification when entering for aggregation (cash-in).

Aggregation does not take place automatically; it is necessary to enter the relevant code for aggregation to take place.

Cash-in Code-XXXX

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

5.3 Grading, awarding and reporting

The WJEC Entry Level Foundation Qualification Core Cymraeg is reported on a three-point scale: Entry Level 1, Entry Level 2 and Entry Level 3. Candidates who do not achieve the uniform marks required to achieve an Entry 1 Pass will have their achievement recorded as U (unclassified) and will not receive a certificate.

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

	Max Raw Marks	Max UMS	Entry Level 3	Entry Level 2	Entry Level 1
Unit 1	40	50	35	25	15
Unit 2	40	80	56	40	24
Unit 3	20	70	49	35	21

The total of the uniform marks for each unit results in a qualification grade:

	Max Raw Marks	Max UMS	Entry Level 3	Entry Level 2	Entry Level 1
Subject Award	100	200	140	100	60

5.4 Resitting assessments

- Candidates may resit Unit 1, the assessment marked by WJEC, twice (three attempts in total). The better uniform mark score from the three attempts will be used in calculating the final overall grade.

Candidates may resit each centre marked assessment (Units 2 and 3) once (two attempts in total). The better uniform mark score from the two attempts will be used in calculating the final overall grade.

- When re-sitting an assessment, the candidate must submit a new assessment, completed within the same levels of control. They cannot improve previously submitted work.
- If a candidate has been entered for an assessment but marked absent (a), the absence does not count as an attempt.
- If a candidate is recorded as having obtained '0' marks, then it is presumed that the evidence produced for assessment was not worthy of credit; this will count as an attempt.
- When resitting an assessment, provided that the candidate has not exceeded the maximum number of attempts, marks from the other units will be carried forward.
- If a candidate exceeds the number of attempts for any assessment, then they will be required to resit the qualification.

5.5 Resitting the qualification

If a candidate is entered for Unit 1, the WJEC-marked assessment, for the fourth time or Units 2 or 3, the centre-marked assessments, for the third time, then they must re-enter and resit each assessment.

When resitting a qualification, a candidate may have up to two attempts at Units 2 and 3 and up to three attempts at each Unit 1. However, no results from units taken prior to the retake can be used in aggregating the new grade(s).

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

Curriculum for Wales Strands	Unit 1	Unit 2	Unit 3
Cross-subject Themes			
Local, National & International Contexts	✓	✓	✓
Sustainability			
Relationships and Sexuality Education	✓		
Human Rights Education	✓	✓	✓
Careers and Work-Related Experiences	✓	✓	✓
Cross-curricular Skills - Literacy			
Listening	✓	✓	✓
Reading	✓	✓	✓
Speaking	✓	✓	✓
Writing			✓

Curriculum for Wales Strands	Unit 1	Unit 2	Unit 3
Cross-curricular Skills - Numeracy			
Developing Mathematical Proficiency			
Understanding the number system helps us to represent and compare relationships between numbers and quantities			
Learning about geometry helps us understand shape, space and position, and learning about measurement helps us quantify in the real world			
Learning that statistics represent data and that probability models chance helps us make informed inferences and decisions		✓	✓
Digital Competence			
Citizenship	✓	✓	
Interacting and collaborating	✓	✓	
Producing	✓	✓	✓
Data and Computational Thinking			

Curriculum for Wales Strands	Unit 1	Unit 2	Unit 3
Integral Skills			
Creativity and Innovation		✓	✓
Critical Thinking and Problem Solving	✓	✓	✓
Planning and Organisation		✓	✓
Personal Effectiveness		✓	✓