

GCSE Core Cymraeg Qualification Outline – Consultation Version



Made for Wales.
Ready for the world.

Introduction

This document provides a high-level overview of the proposed WJEC Core Cymraeg qualification.

It is based on Qualifications Wales's Approval Criteria (key sections are included in Appendix 1). Our qualification **must** meet these requirements.

The qualification outline will provide a guide for the development of the Specification and Sample Assessment Materials (SAMs).

Qualification Overview

The construct of GCSE Core Cymraeg is based on the Welsh Government¹ subject specific considerations and statements of what matters for Languages, Literacy and Communication².

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

The GCSE Core Cymraeg qualification will support the Curriculum for Wales by:

- Supporting the statements of what matters⁴ by giving learners the opportunity to:
 - develop their understanding, empathy and ability to respond and mediate effectively
 - interact, explore ideas, express viewpoints knowledge and understanding and build relationships
 - experience and respond to a variety of diverse literature that gives them insight into the culture, people and history of Wales as well as the wider world
 - spark their imagination and creativity.
- Supporting the principles of progression⁶ 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 Cymraeg works

¹ [Languages, Literacy and Communication: Introduction - Hwb \(gov.wales\)](#)

² [Languages, Literacy and Communication: Statements of what matters - Hwb \(gov.wales\)](#)

⁴ [Languages, Literacy and Communication: Statements of what matters - Hwb \(gov.wales\)](#)

⁶ [Languages, Literacy and Communication: Principles of progression - Hwb \(gov.wales\)](#)

- adapt and manipulate language to communicate effectively to a range of different audiences
 - develop receptive, interpretive and expressive language skills
 - transfer existing knowledge and skills into new contexts including the social and cultural aspects of language.
- Supporting the key considerations for language development⁷ by giving learners the opportunity to:
 - develop phonological awareness and phonemic awareness
 - build on learners' previous knowledge of language(s) to support Welsh learning
 - hear, view and read rich and varied Welsh
 - provide suitable and sufficient opportunities for learners to use their Welsh purposefully in an authentic context.

Proposed Qualification Structure

Unit 1: Speaking and Listening

Non-examination assessment

25% of qualification

A task for a pair/group of three and WJEC will provide stimuli to stimulate discussion

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

Unit 2: Speaking and Listening

Non-examination assessment

25% of qualification

An individual task and WJEC will provide stimuli to stimulate discussion

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

Unit 3: Reading and Writing

Written Examination

25% of qualification

A reading and translation task. (Reading 12% Writing 13%)

Set and marked by WJEC

Unit 4: Reading and Writing

Written Examination

25% of qualification

Translanguaging task (Reading 13% Writing 12%)

Set and marked by WJEC

This will be a linear qualification.

⁷ [Languages, Literacy and Communication: Designing your curriculum - Hwb \(gov.wales\)](#)

Unit Information

Unit 1 - Speaking and Listening

The purpose of this unit is to:

- **Enable learners to understand and use Cymraeg with others in a spontaneous and confident way**
- **Use Cymraeg to communicate and interact with others**
- **Convey information, expressing and justifying opinions using a variety of sentences, language patterns and different verb tenses**
- **Ask and respond effectively to questions**
- **Demonstrate understanding of oral language from more than one speaker**
- **Understand the main message, specific detail and different viewpoints**
- **Use an appropriate register and clear pronunciation**
- **Demonstrate understanding of oral language when listening to one or more speakers in social situations**

This unit will be based on the following concepts:

- Interaction
- Expression
- Supporting cultural development

The unit will take the form of non-examination assessment, during the second half of the Autumn term in the final year of the course. The mixture of tasks for this unit will target AO1 and AO2, with equal weighting for the two assessment objectives. Speaking will be weighted at 10% and Listening at 15% for this unit. The tasks will be for a pair of learners or a group of three, and WJEC will provide visual stimuli to stimulate discussion with an opportunity to listen to different accents and dialects. WJEC propose 6-8 minutes for a pair and 8-10 minutes for a group of three. The non-examination assessment will be set by WJEC, marked by the centre and moderated by WJEC. The work **must** be submitted digitally to WJEC. A high level of control is proposed for this unit.

Unit 2 - Speaking and Listening

The purpose of this unit is to:

- **Enable learners to understand and use Cymraeg with others in a spontaneous and confident way**
- **Communicate and interact using Cymraeg**
- **Convey information, expressing and justifying opinions using a variety of sentences, language patterns and different verb tenses**
- **Use an appropriate register and clear pronunciation**
- **Demonstrate understanding of oral language when listening to one or more speakers in public situations**
- **Understand the main message, specific detail and different viewpoints**
- **Enable learners to respond to questions from contemporaries / other individuals**

This unit will be based on the following concepts:

- Interaction
- Expression
- Supporting Cultural Development

The unit will take the form of non-examination assessment and will be submitted during the Spring term in the final year of the course. The mixture of tasks for this unit will target AO1 and AO2, with equal weighting for the two assessment objectives. Speaking will be weighted at 20% and listening at 5% for this unit. An individual task is suggested for the unit with 3-6 minutes for discussion with an assessor. WJEC will provide a set of questions with 10 minutes to prepare. There will be a choice of several topics. The non-examination assessment must be set by WJEC, marked by the centre and moderated by WJEC. The work **must** be submitted digitally to WJEC. A high level of control is suggested.

Unit 3 - Reading and Writing

The purpose of this unit is to:

- **Enable learners to develop their writing and reading skills in Cymraeg**
- **Use a variety of language patterns**
- **Use different verb tenses**
- **Understand and respond to different types of written language in different forms written for a variety of purposes and audiences**
- **Understand the main message, main points, specific details and different perspectives in a variety of long and short, simple and complex written texts, using different verb tenses**
- **Help learners to understand the interrelationship between their learning and the world of work offering them opportunities connected to the world of work and careers**

This unit will be based on the following concepts:

- Expression
- Application of knowledge and understanding
- Supporting cultural development

The unit will be assessed via an examination, which is available in the summer series of the final year of study. The mixture of tasks for this unit target AO1 and AO2, with equal weighting for the two assessment objectives. Reading will be weighted at 12% and Writing at 13% for this unit. The duration of the examination is likely to be approximately 1 hour and 30 minutes, set and marked by WJEC.

There will be no optionality in this unit.

The assessment materials and/or stimulus materials will give learners the opportunity to:

- explore and respond to local contexts and wider Welsh contexts
- consider content and materials that reflect a diverse Wales
- refine work through proofreading and editing
- translate short and simple text from English to Welsh.

Unit 4 - Reading and Writing

The purpose of this unit is to:

- **Enable learners to develop their writing and reading skills in Cymraeg**
- **Use a variety of language patterns**
- **Use different verb tenses**
- **Understand and respond to different types of written language in different forms, written for a variety of purposes and audiences**
- **Understand the main message, main points, specific details and different perspectives in a variety of long and short, simple and complex written texts, using different verb tenses**
- **An opportunity to think creatively and to be imaginative when applying their skills**

This unit will be based on the following concepts:

- Expression
- Application of knowledge and understanding
- Supporting cultural development

The unit will be assessed via an examination, available in the summer series, in the final year of study. The mixture of tasks for this unit target AO1 and AO2, with equal weighting for the two assessment objectives. Reading will be weighted at 12% and writing at 13% for this unit. The duration of the examination is likely to be approximately 1 hour and 30 minutes, set and marked by WJEC.

There will be no optionality in this unit.

The assessment materials and/or stimulus materials will give learners the opportunity to:

- explore and respond to local and wider Welsh contexts
- consider content and materials that reflect a diverse Wales
- listen to different accents and dialects
- translanguaging
- refine work through proofreading and editing
- translating short and simple text from English to Welsh

Consideration of manageability, engagement, validity and reliability

In developing this proposed qualification outline, we have considered manageability, engagement, validity and reliability, and how to balance these considerations in the context of the requirements of the Approval Criteria.

The Approval Criteria require 50% of the qualification to be assessed by non-examination assessment that is set by WJEC, undertaken on dates set by WJEC, marked by the centre

and moderated by WJEC. This poses some potential manageability challenges which we propose to minimise by spreading the workload and assessment for centres and learners. As the Approval Criteria state that the qualification must be linear, there are some limitations here, but we propose making the Unit 1 assessment available to learners in the Autumn term of the final year of study and Unit 2 available to learners in the Spring term of the final year of the course, allowing learners to be assessed after undertaking the teaching and learning for the relevant unit. Although we acknowledge that it has an impact on manageability, we have concluded that a high level of control is considered crucial for both non-examination assessment to secure the requirement of the Approval Criteria that learners communicate and interact verbally in a spontaneous manner.

We believe that our proposed qualification should provide opportunities for centres to develop an engaging programme of study for its learners, in line with the expectations of the Curriculum for Wales. In the speaking and listening units, the focus will be on learners using language associated with their interests and developing the use of Cymraeg for socialising and the workplace. In the reading and writing units the content will cover a variety of types of written language, reflecting a diverse Wales, and encourage learners to think creatively and understand the interrelationship between their learning and the world of work.

We believe that the non-examination assessment tasks we propose for the speaking and listening units (units 1 and 2) are a valid approach to assessing the purpose and content because they allow students to demonstrate their skills in appropriate contexts. To ensure the reliability of the non-examination assessment, we will ensure each unit will target the same assessment objective weightings over time, marking criteria will be developed and teachers will be provided with a package of support to ensure consistent application of the marking criteria across centres and over time. We will moderate a sample of candidate work from each centre to provide further assurance of reliability.

We believe that the purpose and content of the reading and writing units (units 3 and 4) can be validly assessed via an examination and a mix of question types can help us maximise validity. When developing assessments, we will ensure that all tasks target the relevant construct, that there is an appropriate balance of content covered over time and that there is alignment between assessment items and learning outcomes. Where appropriate we will use data available to us on how an assessment has functioned. To ensure reliability, we will make sure that the examined units target the same assessment objective weightings and have a consistent level of demand each series, marking criteria will be developed and assessors will be trained on how to apply them consistently.

We will continue to consider the balance of manageability, engagement, reliability and validity, at each stage of qualification development.

Appendix 1

Key information from the Approval Criteria

The following information has come directly from Qualifications Wales's [GCSE Core Cymraeg - Approval Criteria](#) - our qualification must meet these requirements.

Purpose

1. GCSE Core Cymraeg must be:

- 1.1. be designed for Learners between the ages of 14 and 16 in English-medium settings
- 1.2. build on the conceptual understanding Learners have developed through their learning from ages 3-14
- 1.3. support teaching and learning by providing appropriately broad, demanding, relevant and engaging content and assessment that relates to and supports the Curriculum for Wales, including its four purposes
- 1.4. allow Learners to develop a strong foundation of knowledge, skills and understanding which supports progression to post-16 study and prepare them for life, learning and work
- 1.5. provide meaningful, fair, and accurate information on Learner achievement within a subject that highlights what Learners know, understand, and can do

Aims

2. GCSE Core Cymraeg must:

- 2.1. allow Learners to explore a range of knowledge, skills and understanding in relation to Cymraeg
- 2.2. provide opportunities for Learners to be assessed in a variety of relevant and meaningful contexts

3. GCSE Core Cymraeg must support Learners to:

- 3.1. develop an understanding of the language
- 3.2. communicate clearly, accurately and creatively in Cymraeg
- 3.3. develop their knowledge and understanding of the vocabulary, grammar and structure of Cymraeg
- 3.4. express themselves in a range of contexts and for different audiences and purposes
- 3.5. contribute spontaneously to conversation/discussion

4. The qualification must be designed to promote a positive and relevant experience of Cymraeg and Welsh cultures.

Assessment Objectives

- The assessment of the knowledge, understanding and skills required in the qualification must target the following assessment objectives in line with the indicated weightings.

AO1	<p>Understanding and response:</p> <ul style="list-style-type: none"> understand and respond critically to a range of written texts and speech, selecting and evaluating relevant points to illustrate and support interpretations and develop ideas make comparisons and explain links within and between both written texts and spoken communication, using appropriate terminology and supporting opinions with appropriate details from the text communicate thoughts, feelings and opinions in a range of contexts, structuring arguments and challenging what others say confidently and sensitively understand written texts and oral communication, critically recognising a variety of viewpoints to reach considered conclusions use translation skills to enhance communication 	50%
AO2	<p>Communication and expression:</p> <ul style="list-style-type: none"> communicate clearly and effectively in different contexts, using forms, vocabulary and techniques to engage the reader/listener adapt communication by selecting register, vocabulary and techniques appropriate to different contexts and audiences organise communication using a variety of linguistic and structural feature use a range of sentence structures for clarity, purpose and effect, with accurate grammar and, in written communication, punctuation and spelling 	50%

Scheme of assessment

- The GCSE Core Cymraeg qualification must be linear.
- The qualification must not be tiered.

The **GCSE Core Cymraeg** qualification must include the following assessment arrangements:

- 15.1. a total of 50% of the qualification will be assessed through non-examination assessment(s) set by the awarding body, marked by the Centre and moderated by the awarding body.
- 15.2. the non-examination assessment will assess listed skills, knowledge and understanding using speaking and listening methods, with speaking contributing 30%, and listening contributing 20% towards the overall qualification
- 15.3. the non-examination assessment will take place on dates set by the awarding body

- 15.4 the awarding body must provide at least one opportunity for each non-examination assessment and the assessment must take place during the final year of the course (before the summer exam series).
- 15.5 all speaking assessments must require Learners to communicate and interact verbally in a spontaneous manner
- 15.6 assessment by examination will account for 50% of the qualification and will be set and marked by the awarding body
- 15.7 assessments by examination will require Learners to demonstrate both understanding and response skills (through reading), and communication and expression skills (through writing) and will give equal weighting to both sets of skills
- 15.8 dictionaries must not be permitted
- 15.9 assessment materials and/or stimulus materials must give Learners the opportunity to:
 - 15.9.1 explore and respond to local and wider Welsh contexts
 - 15.9.2 consider content and materials that reflect a diverse Wales
 - 15.9.3 listen to different accents and dialects
 - 15.9.4. translanguaging
 - 15.9.5 refine work through proofreading and editing
 - 15.9.6 translate short and simple texts from English into Cymraeg