GCSE

WJEC GCSE Cymraeg Language (Post-16)

Approved by Qualifications Wales

Specification

Teaching from September 2027
First award 2028



This Qualifications Wales regulated qualification is not available to centres in England.

Made for Wales.
Ready for the world.

WJEC would like to thank the students and teachers of Fitzalan High School, Cardiff and Llanwern High School, Newport for their participation in the creation of these covers.

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

- Standard Conditions of Recognition which set out requirements for any new GCSE qualification Approved for first teaching from September 2025 and beyond.
- Approval Criteria for GCSE Cymraeg Language (Post-16) which sets out the subject specific requirements for GCSE Cymraeg Language (Post-16) qualification from September 2027 and beyond.

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GCSE CYMRAEG LANGUAGE (POST-16)

SUMMARY OF ASSESSMENT

Unit 1: Cyfathrebu Ffeithiol (Factual Communication) **Written examination: 2 hours** **40% of qualification** **Set and marked by WJEC** **70 marks**
Reading – reading is assessed through a series of structured questions based on non-literary texts. This section will include a text editing task that will focus on understanding text at word, sentence and text level. Writing – writing is assessed through proofreading tasks and **one** non-literary writing task from a choice of two.
Unit 2: Cyfathrebu Creadigol (Creative communication) **Written examination: 1 hour 30 minutes** **30% of qualification** **Set and marked by WJEC** **60 marks**
Reading – reading is assessed through a series of structured questions based on one literary text. Writing – writing is assessed through **one** creative writing task from a choice of two.
Unit 3: Llafaredd (Oracy) **Non-examination Assessments: up to 15 minutes** **30% of qualification** **Set by WJEC, marked by the centre and moderated by WJEC** **70 marks**
Learners are assessed on **two** oral tasks: Task 1 – individual research-based presentation (30 marks) Task 2 – a discussion in pairs based on written and/or visual stimuli provided by WJEC to stimulate discussion (40 marks)

The GCSE Cymraeg Language (Post-16) is a linear, untiered qualification.

The Assessments will be available from Summer 2028.

The first award of the qualification will be in Summer 2028.

Qualification Approval Number: C00/5498/4

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GCSE CYMRAEG LANGUAGE (POST-16)

1. INTRODUCTION

1.1 Aims

The GCSE Cymraeg Language (Post-16) qualification must support learners to be able to:

- appreciate how language connects us to the world around us through engagement with the oral language and written texts
- read and listen to a range of spoken and written texts, considering how language, register and style convey meaning
- understand the significance of purpose, audience, medium and context in communicating, expressing, understanding and responding to use of language
- express themselves in oral and written form by using Cymraeg in a clear, correct, fluent and confident way for functional and creative purposes
- develop and apply knowledge and understanding of the vocabulary, grammar and punctuation of Cymraeg and how the language is used
- The qualification must also be designed to promote a positive and relevant experience of Cymraeg and Welsh cultures.

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

1.2 Prior learning and progression

Although prior learning is not one of the specific requirements, the qualification is designed for learners over 16 years of age. It therefore builds on the conceptual understanding developed by learners through their learning.

The qualification allows learners to develop a strong foundation of knowledge, skills and understanding which supports progression to further study and prepares learners for life, learning and work.

1.3 Guided Learning Hours

GCSE Cymraeg Language (Post-16) has been designed to be delivered over a period of 120–140 guided learning hours.

1.4 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.

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1.5 Equality and fair access

This specification may be followed by any learner, irrespective of gender, ethnic, religious or cultural background. It has been designed to avoid, where possible, features that could, without justification, make it more difficult for a learner to access and achieve because they have a particular protected characteristic.

The protected characteristics under the Equality Act 2010 are age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

Access arrangements and reasonable adjustments are made for eligible learners to enable them to access the assessments and demonstrate their knowledge and skills without changing the demands of the assessment.

Information on access arrangements and reasonable adjustments is found in the following document from the Joint Council for Qualifications (JCQ): Access Arrangements, Reasonable Adjustments and Special Consideration: General and Vocational Qualifications. This document is available on the JCQ website (www.jcq.org.uk).

We will be following the principles set out in this document and, as a consequence of provision for reasonable adjustments, very few learners will encounter a complete barrier to any part of the assessment.

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2. SUBJECT CONTENT

The 'Further Information' Column

The further information provided in the right-hand column uses the following sentence stems:

- 'learners should be able to' is used when learners will need to apply their knowledge and understanding.
- 'learners should understand' is used when learners need to demonstrate their knowledge and understanding rather than applying their knowledge, understanding or skills.
- 'learners will be required' is used to indicate the specific requirements of individual units.

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

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Unit 1

Cyfathrebu Ffeithiol (Factual Communication)

Written examination: 2 hours
Set and marked by WJEC
40% of qualification
70 marks

Overview of unit

The purpose of this unit is to:

- respond to and analyse a wide variety of written texts (continuous and non-continuous)
- combine and summarise information
- write effectively for different purposes and audiences, and in different non-literary forms.

Learners will explore linguistic connections between non-literary texts they read and produce within this unit. By responding to a variety of texts and exploring the linguistic connections, they are offered opportunities to develop an understanding of different perspectives along with the purpose of the texts. Learners are encouraged to become more mature in their understanding of texts and in expressing themselves through language and thereby to become effective communicators.

Areas of content

1.1 Cyfathrebu Ffeithiol (Factual Communication)

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

1.1.1 Respond to and analyse a wide variety of non-literary written texts (continuous and non-continuous)
1.1.2 Combine and summarise information
1.1.3 Write effectively for different purposes and audiences and in different non-literary forms

Contents	Further Information
1.1.1 Respond to and analyse a wide variety of non-literary written texts (continuous and non-continuous)	Learners should be able to: • understand and respond to non-literary texts, including the recall of relevant detail from the texts • analyse and evaluate the various texts including how they present information, ideas or themes through choice of language, form, techniques and grammatical and structural features.
1.1.2 Combine and summarise information	Learners should be able to: • combine and summarise information from a variety of texts • use various reading methods and respond in different ways to a variety of continuous and non-continuous texts • use skills to gather, interpret and connect ideas • paraphrase, summarise, synthesise and interpret the texts effectively.

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1.1.3 Write effectively for different purposes and audiences, and in different non-literary forms	Learners should be able to:
	
	• submit one written task, from a choice of two, for different purposes and audiences and in different forms, including:
	  • newspaper report
	  • recollections
	  • a speech
	  • a blog
	  • news bulletin
	  • press release
	  • diary
	  • email
	  • portrayal
	  • soliloquy
	  • writing about experiences
	• using a range of sentence structures / appropriate grammar, correct punctuation and spelling
	• writing in an accurate manner when editing, proofreading and correcting and/or translating a short piece of text.

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Unit 2

Cyfathrebu Creadigol (Creative communication)

Written examination: 1 hour 30 minutes
Set and marked by WJEC
30% of qualification
60 marks

Overview of unit

The purpose of this unit is to:

- respond to reading material and appreciate the contents, themes, plot and character development
- recognise and appreciate the styles of authors
- write in a creative way in order to communicate clearly and effectively adapting tone and forms and choosing vocabulary and style that is appropriate to the task.

Learners will engage with texts in written prose. Learners are encouraged to use their understanding of how narrative is created by studying such texts and applying this to their own writing. In preparation for this unit, learners should consider content and materials that reflect the variety of our society and the wider world. They will be encouraged to develop creative responses, using their understanding of the craft and writing conventions of authors to construct their own texts.

Areas of content

2.1 Cyfathrebu Creadigol (Creative Communication)	
In this unit, learners will gain knowledge and understanding of the following areas: 2.1 1 Respond to a literary text and appreciating contents, themes, plot and character development 2.1.2 Identify and appreciate the author's style 2.1.3 Write in order to communicate clearly and effectively adjusting tone and forms and choosing vocabulary and style that is appropriate to the task.	
Content	Further Information
2.1.1 Respond to a literary text and appreciate contents, themes, plot and character development	Centres should prepare learners with a wide range of self-selected prose texts, including: • micro literature • novels (specific extract(s)) • short stories (specific extract(s) or complete texts). Each text must be a reflection of valid contexts and deal with themes relevant to learners. Learners will be required to respond to **one** piece of unseen extended prose.

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	Learners should be able to: • recall relevant details of events and characters • respond to a novel sensitively and in detail in order to appreciate the author's craft in forming the content, plot, themes and characters.
2.1.2 Identify and appreciate the author's style	Learners should be able to: • analyse characteristics of form, layout and atmosphere along with the stylistic features used by the author • analyse an author's craft to describe characters, themes and atmosphere • use terms used in literary criticism.
2.1.3 Write in a creative and effective way adjusting tone and forms and choosing vocabulary and style that are appropriate to the task	Learners should be able to: • use a range of literary and linguistic strategies and techniques to engage readers Learners should understand: • how to choose and adapt language, sentence structure, grammar and syntax suitable for a variety of audiences and purposes, including formal and informal contexts.

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Unit 3

Oracy

Non-examination Assessment (NEA)
Individual oral task: (up to 5 minutes in length)
A discussion in pairs based on printed stimulus materials: (up to 10 minutes)
30% of qualification
Set by WJEC, marked by the Centre and moderated by WJEC
70 marks

Overview of unit

The purpose of this unit is to:

- select information and present it orally as an individual
- listen and respond to each other's views
- interact with others asking questions and gathering ideas
- use spoken language to ensure clarity, purpose and impact with correct grammar and expression.

In this unit learners are encouraged to develop their own independent opinion through the opportunities for speaking. Alongside this they are given the opportunity to refine their analytical skills when responding to a variety of printed stimulus materials used to stimulate their discussions. They will have the opportunity to develop their views, summarise information and communicate confidently when speaking.

Areas of content

Unit 3.1: Oracy	
In this unit, learners will develop their knowledge and understanding of the following areas: 3.1.1 Select and present information for an individual presentation 3.1.2 Listen and respond to each other's views 3.1.3 Interact with others asking questions and gathering ideas 3.1.4 Use spoken language to ensure clarity, purpose and impact with correct expression	
Content	Further Information
3.1.1 Select and present information for an individual presentation	Learners should be able to: • undertake independent research, conduct extensive reading and collect information on a set theme • consider and come to understand the perspectives of others on the theme • consider and discuss the reliability and validity of sources and evidence • develop personal perspectives based on evidence collected • present in a confident and natural way, making subtle use of notes and concise bullet points • display a rich vocabulary which is relevant to the field in question with correct grammar and expression

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	• structure points in a way which is clear and coherent • consider the audience by varying the intonation of the voice and sentence patterns in order to maintain the interest of listeners • make use of rhetorical techniques such as speaking metaphorically, questioning in order to explain a point of view or explain information • pay attention to the pace of speech and use body language and eye contact in order to get points across and present information coherently. Learners will be required to: • speak for 5 minutes (a free choice of topic).
3.1.2 Listen and respond to each other's views	Learners should be able to: • understand ideas and information, recall relevant details and mediate by paraphrasing, summarising and interpreting main points • draw conclusions, including stating opinions and purposes • express rational opinions and ideas, draw conclusions and support them with relevant evidence • engage constructively with different texts, ideas and perspectives • understand and use linguistic and literary terminology. Learners will be required to: • respond to printed stimulus materials released by WJEC (WJEC will provide centres with three options of printed stimulus materials.) • participate in a discussion in pairs of up to 10 minutes in length • speak and listen in pairs. Different cohorts of learners within a centre may choose a different printed stimulus to prompt their discussions.
3.1.3 Interact with others asking questions and gathering ideas	Learners should be able to: • critically analyse and evaluate the content of the texts and viewpoints, including how they present information, ideas, or themes through choice of language, form, techniques and grammatical and structural features • relate what they read to its social, cultural, geographical and historical context and consider how this informs interpretation • carry out research to inform understanding of a subject, consider and discuss the reliability and validity of sources and evidence.

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3.1.4 Use spoken language to ensure clarity, purpose and impact with correct expression	Learners should be able to: • understand and use linguistic and literary terminology to communicate information, understanding, ideas, opinions and feelings in a clear and accurate manner • draw conclusions and support them with relevant evidence.

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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
Understanding and response

i. Understand and respond critically to a range of written texts, visual texts and speech, selecting and evaluating relevant points to illustrate and support interpretations and develop ideas.
ii. Make comparisons and explain links within and between both written texts and spoken communication, synthesising and summarising information, ideas and themes as appropriate.
iii. Explain how language, structure and form contribute to the presentation of information, ideas and themes in written texts and speech and how these have an impact on the reader/viewer/listener.
iv. Interact and respond to others and consider their contributions and perspectives.

AO2
Expression and communication

i. Communicate clearly, effectively and imaginatively, using forms, vocabulary and techniques to engage the reader/viewer/listener.
ii. Adapt communication by selecting register, vocabulary and techniques appropriate to different contexts and audiences.
iii. Organise communication using a variety of linguistic and structural features to support cohesion and overall coherence.
iv. Use a range of sentence structures for clarity, purpose and effect, with appropriate grammar and, in written communication, accurate punctuation and spelling.

The table below shows the weighting of each assessment objective for each unit in the qualification.

	AO1	AO2	Total
Unit 1	20%	20%	40%
Unit 2	15%	15%	30%
Unit 3	15%	15%	30%
Overall weighting	**50%**	**50%**	**100%**

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3.2 Overview of the arrangements for non-examination assessment

Unit 3: Oracy

For this assessment, learners are required to:

Task 1: Individual Presentation

- speak for 5 minutes (a free choice of topic).

Task 2: Respond and Interact

- respond to printed stimulus materials set by WJEC
- participate in a discussion in pairs of up to 10 minutes in length
- speak and listen in pairs.

Task 1

Task setting:

For this task, centres should give learners the opportunity to participate individually, by presenting information on any aspect or aspects of a subject of their choice. An individual presentation is expected to last up to 5 minutes, including responding to questions from the audience/assessor.

Undertaking the task:

Teachers can offer guidance and general advice to learners with regard to completing the task.

Learners can:

- use objects or images as an aid when presenting information on their chosen subject
- use short bullet points including relevant statistics, facts, examples and quotes.

Other learners are only permitted to ask questions at the end of the presentation.

The role of the teacher:

During the individual researched presentation, the teacher should:

- give learners the opportunity to present independently
- ensure that the learner does not read their presentation
- interrupt or give encouragement only when necessary.

Task 2

Undertaking the task:

WJEC will release printed stimulus materials annually.
Centres are required to ensure they use the correct materials for each series.

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Learners should be asked to discuss their chosen subject and express their personal opinions. They should be allowed to do so fairly independently, although the occasional interruption can be made to move the discussion forward.

Non-assessed group member(s) – for example a teacher or teaching assistant – can be included as a member of group discussions in cases of absenteeism or special requirements.

The role of the teacher:

During the discussion the teacher should provide the group with an opportunity to discuss fairly independently.

The teacher's support should be limited to explaining tasks only.
If, for example, a teacher intervenes to prompt a learner, this should be noted and taken into account when assessing.

If needed, the teacher should:

- stimulate a discussion
- encourage a change in the discussion
- ask the learner to provide evidence to confirm ideas or develop an argument
- ensure that every learner has an opportunity to respond.

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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 GCSE Cymraeg Language (Post-16).

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.

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5. TECHNICAL INFORMATION

5.1 Entries and awards

This is a linear qualification with all assessments delivered at the end of the course.

Assessment opportunities will be available in summer each year until the end of the life of this qualification. The first opportunity for assessment will be in Summer 2028.

A qualification may be taken more than once.

Marks for non-examination assessment (NEA) may be carried forward for the life of the specification. If a candidate resits an NEA unit (rather than carrying forward the previous NEA mark), it is the new mark that will count towards the overall grade, even if it is lower than a previous attempt (unless the mark is absent).

The entry codes appear below:

	Entry code
WJEC GCSE Cymraeg Language (Post-16)	3060CS

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

5.2 Grading, awarding and reporting

GCSE qualifications are reported on an eight-point scale from A*-G, where A* is the highest grade. Results not attaining the minimum standard for the award will be reported as U (unclassified).

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