

# GCE Examiners' Report

Welsh Second Language  
GCE  
Summer 2025

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## Introduction

Our Principal Examiners' report provides valuable feedback on the recent assessment series. It has been written by our Principal Examiners and Principal Moderators after the completion of marking and moderation, and details how candidates have performed in each unit.

This report opens with a summary of candidates' performance, including the assessment objectives/skills/topics/themes being tested, and highlights the characteristics of successful performance and where performance could be improved. It then looks in detail at each unit, pinpointing aspects that proved challenging to some candidates and suggesting some reasons as to why that might be.<sup>1</sup>

The information found in this report provides valuable insight for practitioners to support their teaching and learning activity. We would also encourage practitioners to share this document – in its entirety or in part – with their learners to help with exam preparation, to understand how to avoid pitfalls and to add to their revision toolbox.

## Further support

Document	Description	Link
Professional Learning / CPD	WJEC offers an extensive programme of online and face-to-face Professional Learning events. Access interactive feedback, review example candidate responses, gain practical ideas for the classroom and put questions to our dedicated team by registering for one of our events here.	<a href="https://www.wjec.co.uk/home/professional-learning/">https://www.wjec.co.uk/home/professional-learning/</a>
Past papers	Access the bank of past papers for this qualification, including the most recent assessments. Please note that we do not make past papers available on the public website until 12 months after the examination.	<a href="#">Portal by WJEC</a> or on the WJEC subject page

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<sup>1</sup> **Please note: where overall performance on a question/question part was considered good, with no particular areas to highlight, these questions have not been included in the report.**

Grade boundary information	<p>Grade boundaries are the minimum number of marks needed to achieve each grade.</p> <p>For unitised specifications grade boundaries are expressed on a Uniform Mark Scale (UMS). UMS grade boundaries remain the same every year as the range of UMS mark percentages allocated to a particular grade does not change. UMS grade boundaries are published at overall subject and unit level.</p> <p>For linear specifications, a single grade is awarded for the subject, rather than for each unit that contributes towards the overall grade. Grade boundaries are published on results day.</p>	For unitised specifications click here: <a href="https://www.wjec.co.uk/Results/Grade-Boundaries-and-PRS">Results, Grade Boundaries and PRS (wjec.co.uk)</a>
Exam Results Analysis	WJEC provides information to examination centres via the WJEC Portal. This is restricted to centre staff only. Access is granted to centre staff by the Examinations Officer at the centre.	<a href="#">Portal by WJEC</a>
Classroom Resources	Access our extensive range of FREE classroom resources, including blended learning materials, exam walk-throughs and knowledge organisers to support teaching and learning.	<a href="https://resources.wjec.co.uk/">https://resources.wjec.co.uk/</a>
Bank of Professional Learning materials	Access our bank of Professional Learning materials from previous events from our secure website and additional pre-recorded materials available in the public domain.	<a href="#">Portal by WJEC</a> or on the WJEC subject page.
Become an examiner with WJEC.	We are always looking to recruit new examiners or moderators. These opportunities can provide you with valuable insight into the assessment process, enhance your skill set, increase your understanding of your subject and inform your teaching.	<a href="#">Become an Examiner   WJEC</a>

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## **Executive Summary**

This year, 291 candidates were entered for Unit 1; 78.0% of these were 17 years old, 16.2% were under 17 years old and 5.2% were over 17 years old. The standards were maintained across both elements this year, with the standard rising in some centres. The best candidates expressed themselves freely, confidently and spontaneously. At a lower level, the candidates were less confident, but still made a good effort to express themselves.

This year, 333 candidates were entered for Unit 2; 67.9% of these were 17 years old, 24.6% were under 17 years old and 6.9% were over 17 years old. Ambitious work was produced by the best candidates, and there was in their ideas and expression.

This year, 316 candidates were entered for Unit 3; 72.2% of these were 17 years old, 14.9% were under 17 years old and 12.3% were over 17 years old. Most of the candidates managed to structure sensible responses, especially in Section A, Question 3.

This year, 185 candidates were entered for Unit 4; 87.6% of these were 18 years old and 4.3% were under 18 years old. The top candidates had a solid grasp of language and grammar and were able to use a range of verb tenses and language resources; those who were less able were less confident but enthusiastic.

This year, 188 candidates were entered for Unit 5; 86.7% of these were 18 years old and 4.8% were under 18 years old. We remind centres that it is AA3, the writing, that is assessed in the two sections of this unit, and therefore more attention should be paid to correct grammar and syntax.

This year, 188 candidates were entered for Unit 6; 87.2% of these were 18 years old and 4.3% were under 18 years old. The top candidates succeeded in cross-referencing the passage in question with other texts in Section B, Question 3.

# WELSH SECOND LANGUAGE

## GCE AS/A LEVEL

Summer 20255

### UNIT 1 – THE FFILM AND ORACY

#### Overview of the Unit

Unit 1 consists of two sections:

Section A: discussing the film Patagonia

Section B: discussing the content of Unit 2 non-examination work

In assessing candidates, consideration is given to their ability to display specific knowledge of the text and its background, listen attentively to others, raise questions, develop perspectives, collaborate and draw conclusions. Consideration is also given to their ability to use the language accurately and to a high standard in the appropriate register, taking into account the purpose and the audience.

Thank you to all centres for their warm welcome and their efforts to make the exam process as manageable as possible. The candidates were all polite and eager. The hard work undertaken by centres in preparing candidates for the exam is also appreciated. We often see that centres have provided learning opportunities and experiences where candidates would have opportunities to experience and use the Welsh language beyond just lessons in school.

It is a privilege to get to meet young people across Wales and their enthusiasm and desire to succeed as learners is encouraging.

#### Organisation

The opportunity to meet candidates beforehand on the day of the exam is an effective way of ensuring that candidates understand the requirements of the exam process and that they see that the tests are an opportunity to showcase their strengths, share ideas and express opinions after months of preparation. This is an effective way of allaying any uncertainty that candidates may have.

Thank you to centres for providing suitable exam rooms in which to conduct the tests. We appreciate that it is not always easy to find locations in centres when there is a high demand for teaching rooms.

Sometimes finding rooms where no external noise enters the room will be very difficult. We recognise that reasonable efforts have been made to ensure that candidates have a fair chance of holding a discussion without competing with the noise of changing lessons and other pupils during their break time. Nevertheless, it is impossible to overstate how important it is to find a quiet place so that candidates have the best possible opportunity to concentrate while taking the test.

## **Administration**

Forms were received from centres on the day of the exam at each centre. Centres are reminded that only one mark needs to be placed on the form. There is no need to provide separate marks for the study on the film and a separate one for discussing the non-exam work in Section B. The three columns on the left-hand side of the sheet are filled in by the examiner when assessing.

It is also good if the column where the title of the non-exam work that is being discussed in the second part of the exam needs to be noted, is indicated too.

## **Standards**

This year, we found that there were often very good standards among applicants. A significant number of candidates were discussing at a particularly high level, speaking without prompting while sharing their opinions and experiences confidently and naturally. The less confident candidates also made obvious efforts to express themselves using language that enabled them to respond in a commendable way when attempting to meet the requirements of the test.

## **Scripting and memorising**

We have observed that centres are now much more aware of the risks of scripting a conversation in advance. There were very few examples of scripting amongst the candidates. There have been some examples of a few candidates preparing chunks of responses beforehand. This will only be effective if the contributions are a worthwhile part of the natural flow of the group's discussion as it develops. Any contribution must be a logical part of the conversation. It is important that applicants understand that they may be asked to explain or expand on any contribution they make.

## **Grouping**

Sometimes it will be difficult to avoid grouping candidates of different abilities. This year, we have observed that centres have made great efforts to place candidates of similar abilities together. It was only where it was impossible to create a group at all that we saw large differences in the ability of candidates coming together because it was inevitable.

## **Comments on individual questions/sections**

### **Section A – Discussing the Ffilm Patagonia**

Standards naturally varied across the range of ability.

### **Film content**

The majority of the candidates were able to discuss the content of the two stories alongside each other or separately. There was detail and a natural, confident flow among the most able candidates while the less secure ones found it difficult to recall the film's key events with conviction.

The most successful centres had ensured that their students had seen the film several times during their preparations. When the details of the story were clear, even the less linguistically confident candidates were able to hold an enthusiastic discussion. It is with this element of the discussion that candidates will gain confidence to make other contributions during the test.

## **Characters**

When discussing the characterization, we saw the presentation of considered opinions and thorough responses when analyzing the nature and actions of individuals in the film. The best responses connected a point of view with examples from the film that demonstrated an element in a character's personality. The best candidates could see different sides to individual characters and sympathize with the negative sides of personalities that were displayed at the same time.

This year, there were astute discussions among the best candidates on the supporting characters such as Martyn and Sissy where they saw their contributions to the development of the main characters' story as well as their role in moving the plot forward.

The less confident candidates expressed more elementary opinions and had difficulty connecting that opinion with specific examples from the film. That said, some centres had ensured that such candidates were well versed in the technique of expressing an opinion and mentioning a scene or example that supported that view – regardless of their troubles in expressing themselves. With this we saw confident responses within the limitations of their ability.

## **Themes**

We saw a wide range of themes discussed by the candidates. When discussing themes, the best candidates referred to examples and scenes from the film to support and develop intelligent perspectives and then expanded on this naturally with their fellow candidates. The responses of the less confident candidates tended to identify a theme by mentioning an example from the story but then did not explore this further.

## **Filming techniques**

Some groups referred in detail to the use of camera work, sound, music and symbols with precision and astuteness. They were able to identify a technique and then discuss its significance to the flow of the story or elements in the characters' personalities. At the more elementary level, candidates could identify one or two techniques and express their opinions simply without effectively discussing the importance of that technique.

## **Opinion**

The best candidates were able to express complex and astute opinions in secure, natural language which led to them creating points of view which were then a natural part of a group discussion. The less ambitious tended to indicate a like or dislike and elaborated with "achos" and a simple reason; they then asked their fellow candidates about their opinions with "Do you agree?". Nevertheless, this is a reasonable attempt at collaboration.

## **Discussion of scenes**

When discussing specific scenes, there were mature and detailed discussions from the most confident groups. They were able to discuss the elements of scenes and then explore their significance and the director's intent when using them in the context of the whole story. The less ambitious groups tended to identify a favourite scene and then add a simple reason for liking it.

## **Quotation**

This year it was good to note that more candidates made an effort to learn a few short purposeful quotes to support their discussion. For the most part, candidates chose quotations in Welsh, or Spanish, offering paraphrasing into Welsh. We saw an attempt to do this across the ability range. Quoting simply and briefly in this manner once or twice was a way of raising the quality of the discussion.

## **Collaboration**

The element of collaboration was found to be stronger among centres this year than in previous years. A significant number of centres made an effort to cultivate the skill with their candidates. So in this respect, there has been development and improvement in a considerable number of centres. Nevertheless, there was a difference in quality across groups and centres.

At the most basic level, there have been discussions in which opinions are expressed by one candidate and followed by: "And you?". At other centres, and amongst the most confident candidates, one candidate expressed an opinion, with other members developing and expanding on the specific points in the opinion put forward to begin the discussion point.

This is an element that is developing in centres and it is very pleasing to see that they are gradually managing to develop the necessary skills.

### **Section B – Discussing Unit 2 non-exam work**

The standard of discussions on the content of the folio work of Unit 2 varied greatly. The best candidates would discuss in detail and with enthusiasm. They could explore a text verbally in an interesting way using polished language. They were confident in handling a subject and using a variety of verb tenses correctly.

The less confident candidates who had chosen a topic they were genuinely interested in were also successful. Their enjoyment of the text drove them to prepare thoroughly for the test and they were eager to demonstrate their knowledge.

In some centres, it was possible to sense that the learners had been carefully prepared throughout the course. It appeared as if candidates had been tasked with creating a piece for the pack and tested verbally not long afterwards. In doing this, they were very sure to include the whole package by the time the final exam was taken. Unfortunately, there were a few candidates who had found this part of the oral test very challenging as they found it difficult to recall the details of their pieces of work with confidence.

This element in the test requires certainty when using a wide range of verb tenses. While presenting the content of individual pieces is similar to examining the content of the film in the first part of the exam, candidates need to be comfortable using tenses such as the past tense, the imperfect tense and the conditional tense in order to talk about the process of preparing the pack. Again we found that a significant number of candidates found it difficult to use the question-and-answer forms correctly: oes/nac oes; do/ naddo and so on.

A significant number had trouble using necessary terminology such as: llythyr, erthygl, cyfweiliad, dyddiadur, ymchwil. Pronouncing these words was challenging for them. In some centres there were candidates who were not sure of these words. In some centres, candidates were unaware that they had written in a particular form and that they had actually created an article, blog, interview etc., when preparing the pack.

We would like to remind centres that candidates are welcome to bring their Unit 2 work into the exam room. This is not mandatory. Only the verbal response when discussing the work will be assessed in this exam.

## Recommendations

- There is room to further develop candidates' skills as they seek to discuss elements such as: themes; visual techniques; sound; symbolism and music. Through discussion practice it is also possible to develop the art of expressing a mature opinion or original point of view.
- While collaboration is an element that is getting stronger, there is still room to improve the quality of collective discussion in groups. Having said this, a script must not be created.
- This year there has been purposeful quoting in an increasing number of centres and this is an element where candidates' confidence in discussion can be improved.
- Watching the film many times instils confidence in discussion.
- Thorough preparation for the second part of the exam raises the standard of candidates' response.

## Language

- A significant number of candidates still have difficulty using noun clauses: bod/mae, bod/dw i'n, bod/roedd.
- Candidates across the ability range need to avoid starting sentences where they omit words like "Mae" or "Roedd" at the beginning. This often happens with a sentence where the pronouns "fy" and "ei" are used in the sentence e.g. "Fy mam yn hoffi Tom Jones."; "Ei ffrindiau yn hapus iawn." This may be a translation of the English syntax.
- Answering questions correctly in all verb tenses: oes/nac oes; bydd/na fydd; oeddwn/nac oeddwn and so on.

## WELSH SECOND LANGUAGE

### GCE AS/A LEVEL

Summer 2025

#### UNIT 2 – NON-EXAM ASSESSMENT

##### Overview of the Unit

Each candidate is expected to produce a Pack on either a specific area of Wales, a social element, a cultural element, a vocational element, a historical element or a political element. The Pack must contain 3 extended pieces on 3 of the following forms:

report / article  
portrayal  
story  
chat / interview  
letter  
blog  
diary

##### Comments about the packs

Candidates must be commended through the guidance of their teachers for choosing personal, creative subjects which lead to the opportunity to investigate and deepen learning in wider contexts. Although Unit 2 focuses on creative, independent writing skills, the other skills developed in this Unit are key in many other areas of the AS and A Level Welsh course. The oral elements in Unit 1 in the individual conversations give pupils the opportunity to engage in an extended discussion on their folio work, their knowledge of the field and their research skills. Translanguaging skills are highlighted in Unit 5 when discussing a reading text in English and responding in Welsh. The Welsh dimension underpins the A Level programme as a whole. Therefore, this unit develops several key skills in Welsh – oral, personal research and enquiry, writing, translanguaging, understanding of different forms, proof-reading, digital skills, language resources and creativity. The importance of integrating essential skills must therefore be recognised in Unit 2.

It is very pleasing to see candidates striving hard almost without exception to produce works that test linguistic skills in areas of personal interest to them. This is an opportunity for candidates to build on the language skills developed in the GCSE course, and through the lens of a specialist area of their choice. This is the linguistic continuum of candidates progressing from GCSEs to AS and then to A levels, while scaffolding a range of independent, free writing skills within specific genres.

Submitting the packs online. This is the first year that the moderation team has received the collaborations digitally, and overall, it has been a very positive experience. Most centres managed to upload each folio as a complete document. A few centres had scanned and uploaded each page individually, which is much more laborious for the teacher and moderator when reading the work in its entirety. We are aware that scanning these works is a new experience this year for everyone in this Unit, but we appreciate every effort to upload the work as one complete document going forward.

## Content, Skills and themes:

Again this year, a talk/interview, a diary, an article and a portrayal were the most popular forms. There was a good variety of topics, with fewer candidates choosing obvious topics such as 'Fy Ardal', 'Chwaraeon yng Nghymru', and 'Sêr Cymru'. Ambitious topics such as 'Clwb Ffermwyr Ifanc', 'Celf Gymreig', 'Mytholeg a Chwedlau Cymraeg', 'Terfysgoedd Beca', 'Tywysoges Nest', 'Cymraeg ar Gynnydd', 'Annibyniaeth i Gymru' and 'Ffasiwn Gymreig ar hyd yr Oesau' were proposed. This may demonstrate candidates' desire and teachers' confidence in considering original, challenging and unique topics beyond traditional topics. The research behind such themes (and more familiar themes too) is key in terms of developing an understanding of a text and ensuring lively and personal writing.

Centres where everyone chose the same topic were exceptions. While this simplifies the work of choosing a field as the subject focus is narrower, it is still possible to support each candidate by focusing on the characteristics of specific forms, and offering the support and guidance through the genre instead of the topic. This will then free up and open up the choice of personal themes for pupils across the ability spectrum and at the different levels of linguistic confidence.

There was evidence of thorough research in most of the packs. Extended reading therefore broadens new ideas and offers broader perspectives on the area in question. A bibliography at the end of the pack is useful to the moderators and proves wider reading and the discussion of a variety of sources in Welsh and English. The importance of reading in Welsh to promote and extend Welsh language skills and subject vocabulary goes hand in hand with key Translanguaging skills. As noted above, this is a skill that has a particular focus in Unit 5 and also a skill that is essential in the real world outside the walls of the Welsh-language classroom.

The skill of 'recycling' and adapting information is important in this Unit. It is possible to pick and choose facts, content and information and adjust according to the characteristics of the different genres. The best candidates do this in an intricate and skilled way. Entrants have therefore succeeded in creating 3 coherent pieces that prove an understanding of the fundamentals of the genre in question and prove an understanding of purpose and audience. With the less confident candidates, there were pieces that were very similar in language patterns and information, and with little variation between the three different forms. This is evidence of a natural differentiation that occurs within this Unit, with candidates' written skills continuing to develop within the different bands.

Again this year, the quality of the piece of work under exam conditions varied. Some candidates succeeded in producing creative, personal and engaging extended pieces. For others, it was the most challenging piece of work in the pack. It is clear that extended writing under exam conditions is challenging for some candidates, especially those with less certain language skills. In general, the piece was a fair reflection of the work in the rest of the pack, but sometimes we see formal, accurate language that was very different from the style and linguistic standard of the other pieces of work in the pack. A **lack of consistency** can therefore cause concern for a moderator when assessing work and setting a mark for the candidate's natural language.

It must be emphasised that the piece produced under exam conditions is expected to be equivalent to two Welsh lessons, and as a result, such a window of time should therefore give ample opportunity to produce a piece of work that is sufficiently extended in length. Also – the candidates are expected to write the piece during both lessons, with the teacher submitting the piece of work in the candidate's handwriting, not typed. This ensures that the work has not been checked online, and proves the pupil's linguistic level in producing live work on the spot.

The majority of the centres had encouraged the pupils to include 3 extended pieces of work along with an introduction, a short conclusion and a bibliography. As noted each year, it is good practice to note a word count for each task individually, and follow the conventional format of a folio: a cover, contents page, stimulus/notes used for the task under exam conditions and a bibliography. The specification guidelines must be followed, and 3 **sufficiently extended** pieces of work must be produced to give each candidate the opportunity to bolster written skills within the framework of the 3 different forms. The Moderation team moderates per piece of work instead of setting a total. In order to earn marks in the higher bands, consistency is needed in terms of the quality and length of the 3 pieces of work.

### **Annotation and Marking:**

Thanks to the teachers who have annotated and commented on the three individual pieces of work. Some were very detailed and beneficial to the moderation team. Comments and annotations from others were a bit thin on the ground, and a few centres presented the coursework without any annotation, comments, or correction of errors. Consistent annotation is important in terms of offering formative feedback to the candidates, drawing particular attention to common language errors as well as offering an explanation as to how a mark is determined.

This year's marking was generally close, but there were some examples of generous marking. Again, we encourage all heads of departments to read a moderation report on the packs and the guidance offered here in terms of marking and the contents of individual packs.

The strongest candidates showed maturity in both writing and ideas. These reached the same standard in the pieces of work under exam conditions as seen in the other pieces of work. Within this cohort a wide variety of language tools was shown and a very good grasp (excellent in some texts) of grammar and syntax.

The work of candidates in the middle bands is similar to GCSE work, but again with some positive aspects. It was clear that they had planned their work carefully, and were clearly writing about subjects which were close to their hearts, but they did not possess the languages resources or accuracy expected at the higher bands.

Amongst those at the bottom of the lists, there was an over-reliance on direct translations from English; and it was clear that several of these had used translation websites. In some instances, their introductions in the pack were far more correct and natural than the pieces of work themselves.

The packs were neatly presented and most included a front page to the pack, an introduction and a bibliography. Some were colourful and included pictures. Candidates were almost invariably seen displaying pride in their work. A large number of professional-looking projects were submitted, showing high quality ICT skills, especially when presenting articles. Research was evident and the bibliography supported this.

**Recommendations:**

Ensure that all the administrative work is in place – scanning the 3 pieces of work fully within one document; ensure that the 3 pieces of work are marked and annotated; ensure that each candidate's signature, and that of the teacher, are included on the front page of the work.

Encourage the candidates to produce 3 extended pieces of work, and that the pieces in the pack are sufficiently consistent in terms of length, **especially to achieve marks in the higher bands**. Consistency is therefore needed within the pack to reach the higher bands and demonstrate extended language skills across the three pieces of work.

Annotate the pieces of work purposefully to provide feedback to the pupils (Assessment for Learning) and also to provide useful feedback to the moderators. Noting **a mark for each individual task** helps the moderators who assess each piece separately.

The teacher's key role is to advise on the use of online translation tools / Google Translate / AI systems, which can lead to **unnatural language an inconsistent style**. Pupils must be trained to adhere to their own natural language resources in order to cultivate a personal style. The aim here is natural translanguaging at the candidate's linguistic level, rather than translating word for word or turning to translation tools. The objective of this unit is **to build personal written skills** and linguistic confidence at the learners' level in order to lead to personal progress.

The importance of teaching the characteristics of different forms and linguistic conventions about a range of genres. This is the obvious starting point of the folio work, and to take advantage of the range of resources available in forms such as a Diary / Conversation / Interview / Report in order to lay solid foundations for the individual pieces of work. By following the preparation steps therefore, the pupils can personalise these forms with their own research and read them in both Welsh and English. This also enriches the pupils' bilingual skills and their ability to move from one language to the other successfully.

In conclusion, the original, creative, personal work that is presented in the packs must be commended. It was a pleasure to moderate the work this year, and to witness the linguistic progress of the candidates and their enthusiasm for the language.

## WELSH SECOND LANGUAGE

### GCE AS/A LEVEL

Summer 2025

#### UNIT 3 THE USE OF LANGUAGE AND POETRY

##### Overview of the Unit

The aim of this unit is to give candidates the opportunity to demonstrate their written Welsh skills by responding to questions on the use of the language (Section A) and responding to poetry (Section B). In Section A, candidates' awareness of Welsh grammar (correcting errors/changing the tense of the verb) is assessed, as well as writing personally in the form of a formal e-mail.

Section B assesses the applicant's personal response to a given poem covering the following aspects: the content of the poem, specific aspects of style and response to the poem's text. It was encouraging to see that most candidates were happy to attempt every part of the paper.

Minor language errors hampered the performance of several candidates, with several struggling to write grammatically correct meaningful sentences.

This year, candidates' performance was broadly consistent with previous examination series.

##### Comments on individual questions/sections

###### Section A, Question 1: Translating a text

Every single candidate had attempted to answer this question, and made a valiant effort to correct every single error.

Thank you to the teachers for providing clear and purposeful guidance in preparing candidates on how to answer the question.

Candidates had trouble correcting the following items:

- i. Correct use of the noun clause
- v. Not recognizing the abbreviation *a'ch*
- vii. There were few candidates who mutated correctly after the prefix 'yn' – *yn Nolgellau*
- x. A large number mixed up the person/tense of the verb when correcting *roedden* to *byddwn*

###### Section A, Question 2: Changing verbs

Most candidates managed to earn acceptable marks when answering this question.

It was evident that most candidates were trained to meet the demands of this task.

The most common errors were:

- Changing *ei ben ei hun* to the first person singular, *fy mhen fy hun*
- Conjugating the preposition 'i' correctly – *i fi/mi*
- *Chafodd e* – offering *cafais/chafais* or missing out the aspirate mutation
- *Arna i/arnaf i* – failing to conjugate the preposition 'ar' correctly

### Section A, Question 3: Writing a formal letter

Most had understood the requirements of this task while making a valid attempt to answer the question following the response guidelines.

On the whole, we felt that this year's responses to this question were better than last year's, although a few candidates offered a pretty thin and superficial letter.

Among the best, there were answers using sensible questions, a change of tense and the person of the verb in order to talk about personal experience and their hopes for the proposed journey.

Most had understood that an application for a place in the camp was required, but a few applicants had little idea how to go about creating such a letter.

It is suggested that candidates are encouraged to follow the instructions on the exam paper as an aid in structuring their answers

Candidates should be trained to respond appropriately to this question and use standard language.

Candidates should be trained to proofread and check their work to ensure that they write in a simple and accurate way. There have been a number of examples where very informal language has been used.

Applicants are encouraged not to use English words when writing.

Language points to consider when training candidates:

- Be aware of the difference between *ti* and *chi* and use it appropriately
- Conjugate the verb correctly, e.g. *hoffech chi*, *hoffwn i*, *hoffen ni*, *bydda i*, *bydden ni*
- Conjugate prepositions – *i fi*, *i ni*, *iddyn nhw*, *ata i*, *atoch chi*
- Use the noun clause correctly, e.g. *rydw i'n meddwl fy mod i'n*, *rydw i'n meddwl bod*, *mae e'n meddwl bod...*
- Familiar mutations, e.g. following a conjugated preposition, *i Wersyll yr Urdd*, *fy nosbarth Cymraeg*.
- Numbering correctly, e.g. *trideg o ddisgyblion*, *pump athro*, *dau ddisgybl*, *tair noson*.

## Section B, Question 1

Most were able to demonstrate a basic understanding of the poem's message and context, but did not always understand the requirements of the question.

Candidates were asked to explain what happens in the passage on the paper and then explain how it relates to the rest of the poem (that is, explain the content of the rest of the poem).

The best candidates managed to present carefully organized work, but there were very few candidates who noted the element of irony and hypocrisy, and a number offered very superficial responses. There was a tendency to rely on the couplets that were on the paper and only quote from those.

Few of those candidates identified that this was a poem in the form of a news bulletin. Clumsy expression and language errors were a hindrance in responding to this question.

Applicants are encouraged to write simple and accurate Welsh, and to take care when writing.

When training candidates, the following should be considered:

- That they understand the difference between *cerdd* and *bardd*
- Ensure knowledge of the genitive, e.g., *neges y gerdd ydy, ar ddiwedd y gerdd.*
- Mutate correctly, e.g., *ym mhennill, y gerdd, yr ail gwpled*
- Use the noun clause correctly, e.g., *rydw i'n meddwl bod...*
- Understand the difference between *effeithio ar* and *effeithiol, dioddef* and *dioddefaint*
- *Helpu pobl sy'n dioddef* instead of *helpu pobl pwy sy'n dioddef*

## Section B, Question 2

Again, almost every candidate attempted this question this year. They had responded to the demands of the question by discussing the techniques stated on the exam paper.

The best candidates gave complete responses as they demonstrated their understanding of the techniques in question, quoting purposefully from the poem and then offering an explanation as to why the technique was successful or effective.

While this question offers a challenge for candidates, evidence of good teaching was seen in the responses of several candidates as they structured the answer in a specific way by identifying the technique, offering an example and providing an explanation.

Although most candidates tried discussing the techniques, it is not enough to say that the poet used a technique to *make the poem easier to read (gwneud y gerdd yn haws i'w darllen)* or to *help us remember the poem (i helpu ni gofio'r gerdd)*.

In addition to what is set out in Section A, question 1, in preparing candidates for this question consideration should be given to:

- The introduction of general language patterns, e.g., *mae'r bardd yn defnyddio...yn y gerdd, mae'r dechneg yn effeithiol achos..., dyma enghraifft o..., yn fy marn i...*
- *Mae'r bardd* instead of *mae y bardd*

### Section B, Question 3

Interesting and conscientious answers from the best candidates, with many talking about the impact of climate and human disasters on humans, e.g. Gaza, Ukraine.

An effort was seen by most candidates to follow the proposed guidelines, which was helpful in formulating a response.

We felt that the weakest candidates did not fully understand the requirements of the question and went off on a tangent although they followed the instructions slavishly but were unable to expand on them.

However, superficial responses were received on the whole, criticising Dewi ap Gwyn and the news in general for their lack of support, rather than discussing the bigger picture.

Consideration should be given to supporting candidates by:

- Understanding when to use 'yn' and 'mewn'
- Using the correct prepositions following a verb-noun: *gwrando ar, siarad â, dweud wrth*
- Understanding the difference between *mae'n* and *maen nhw*
- The plural of *gwlad* is *gwledydd*

For papers with multiple questions, multiple parts to questions etc, consider grouping feedback by skill, theme, topic etc to minimise word count.

## WELSH SECOND LANGUAGE

### GCE AS/A LEVEL

Summer 2025

## UNIT 4 – THE PLAY AND ORACY

### Overview of the Unit

There are three parts to this unit:

Section A: Living through the medium of Welsh

Section B: Discussing a Play

Section C: Personal response and Synoptic Assessment

When assessing the candidates in the Oral Examination their ability to demonstrate specific knowledge of the play and its background, listen attentively to others, raise questions, develop opinions, collaborate and draw conclusions is considered. In addition, their ability to speak the language correctly and to a high standard in the appropriate register is considered, taking into account the purpose and the audience.

There was once again an interesting and enjoyable exam period this year with the examiners thanking the centres for the welcome they received in each instance. It is also pleasing to note that the examiners referred to the courtesy and enthusiasm of the candidates, almost without exception, along with the fact that the vast majority of the candidates were familiar with the requirements and pattern of the exam.

The practice of calling the centres two or three days before the visit remains an element of the provision which is welcomed by the heads of department, and the informal session with the examiner before the examination is welcomed equally by the candidates. This frees up an opportunity to calm the nerves of the candidates, for the examiner to outline the expectations, and also to respond to any questions that may arise.

It is vital that the oral exams are as smooth as possible, with candidates leaving the exam feeling that they have succeeded at their level, and prepared to continue with the subject in the future.

### Organisation

Suitable rooms were provided in the vast majority of centres, and department staff were often on hand nearby to help cut down on the noise of other pupils moving around the school between lessons if necessary.

### Administration

The paperwork was generally in order, but a few centres were still giving marks for all the sections, rather than one total mark. Only the examiner determines a mark for each section. There have been a few examples of centres not submitting the mark sheet at all at the beginning of the exam, and this then slows down the process as the examiner has to wait for that sheet.

## **Grouping**

As there were so few candidates in the majority of the centres, having candidates of different abilities within a pair or group was sometimes unavoidable. However there was evidence again this year that most teachers understood the marking scheme and made a fair impression mark.

## **Standards**

In general, the standard was encouraging, with the best candidates making an effort to speak easily and naturally. A large number were able to develop the conversation without too much interference from the examiners and even the hesitant candidates offered sensible comments using natural speech patterns well.

## **Scripting and memorising**

This year we've again seen that the old practice of 'learning by memory' is disappearing, and the result is natural performances of a much higher standard. Rather than presenting information/opinions etc that they don't fully understand, the candidates present information and personal opinions that they do understand. Of course, there was an obvious element of pre-preparation from some candidates, and the best candidates were very keen to make an impression but even in these cases, the conversations didn't sound like scripts. Of course, the candidates will have been practising regularly in their pairs/groups, so they have a pattern to follow. This is seen more among the candidates who earn lower marks down the marking scheme but it is important that these candidates have the freedom to demonstrate their ability and so by having the examiners throw a few simple questions into the conversation their understanding can easily be proven.

## **Collaboration**

Once again this year a number of the examiners were concerned about the 'collaboration' that is expected. There were examples of candidates responding to the examiner, rather than responding to each other. On the one hand, it feels at times that even the best candidates are not well-versed in discussing as a pair/group in such a way as to ensure the highest possible marks. On the other hand, it can be argued that nerves are responsible for the lack of collaboration – everyone is worried about what they want to say next! This interaction must be the aim, in order to add to the naturalness of the process. There were examples among the best candidates where there were the elements of challenging, questioning, elaboration and agreement/disagreement.

## Comments on individual questions/sections

### Section A: Living through the medium of Welsh

The improvements in this section continue; it can now be said that it is getting the attention it deserves and that a large number of the candidates have had a taste of researching the Welsh language in Society.

It was encouraging to see that the majority of the candidates were able to react intelligently and maturely to most of the bullet points in the specification, and it was truly lovely to hear about the variety of opportunities that many of the candidates had to practise Welsh outside school. These included going to see Welsh plays; enjoying live music; going on a trip to Glanllyn; meeting individuals such as the Welsh Doctor/Y Doctor Cymraeg and going on university taster courses. The candidates clearly benefited greatly from these experiences and the best could respond enthusiastically when going into detail about them. It was thrilling to hear how some candidates had an influence on their families, e.g. one candidate mentioned taking her family to the National Eisteddfod and taking her sister to see Stwnsh live there; another candidate spoke about the way she encourages her family to go with her to Welsh-language events in her local community.

As has been pointed out on several occasions, it is much more difficult in less Welsh areas to give the candidates opportunities to speak the Welsh language. There were very encouraging examples this year where candidates had made commendable efforts to find places to practise the language e.g., when offering support in a local cylch meithrin or primary school. Many also took advantage of part-time jobs where they worked with the public to use the Welsh language with Welsh speakers. A number of candidates who were in this position seized the opportunity to talk about what they would like to see in their area to help them with their journey of learning Welsh and many said that they would welcome Welsh clubs and/or groups that they could attend outside school hours.

A number of the centres had managed to visit the theatre and among the performances seen were 'Byth Bythoedd Amen' and 'Branwen: Dadeni'. However, the reaction to these plays was mixed, with some candidates saying that they had not understood everything that was going on, while others had clearly thoroughly enjoyed it, with the performances having made such an impression on them that they were enthusiastic about discussing it. Several centres had been able to enjoy visits from guest speakers. One centre had gone to a nearby centre to meet Nia Roberts and Ioan Kidd and the candidates had clearly benefited greatly and been inspired by the experience.

Many showed that they had had a taste of using the Welsh language on social media. There was talk of following well-known Welsh people who tweeted in Welsh from the world of sport, music or the media. Many followed these on Instagram, as well as forming their own discussion groups. 'Hansh' and the 'Doctor Cymraeg' are very popular, with many referring to them. A number of the candidates were aware of several websites/apps/podcasts etc that were available and were very comfortable using them.

Most were able to refer to television programmes such as 'Y Graith', 'Y Llais' and 'Cleddau', and said they enjoyed them very much. The group of candidates listening to the radio was small, and it was obvious again this year that many had not had the opportunity to watch films in Welsh other than 'Patagonia'.

Last year, I referred to a large number of candidates who were discussing Welsh bands who perform mainly in English. I suggested that applicants should have the opportunity to learn about and listen to bands/individuals who sing in the Welsh language and discuss these in this section. I'm pleased to say that centres have listened to the recommendation, and this year there have been very interesting discussions on bands/individuals such as 'Bwncath', 'Bronwen Lewis', 'Gwilym' and many candidates' favourite – 'Yws Gwynedd'.

### **Section B Discussing a Play**

Overall, the discussion on the play was very satisfactory again this year, with the examiners noting that they had managed a discussion at a very high level with some of the candidates. Among the best there were particularly good examples with lively discussion as they analysed characters, mentioned specific scenes, the message of the play, the themes and personal opinions. They had managed to discuss symbolism, irony, contradiction and contrast very dexterously. There were a number of confident and mature answers, and here again it was a pleasure to hear impressive ideas that had not been heard in discussions before. This cohort was left with the impression that the experience of sitting such an exam was not so challenging for them, and therefore they were not under the normal stress that can arise.

Less ambitious discussions tended to be shorter and more superficial without mentioning solid examples from the text as support. There was not the same detail or depth among this cohort, but overall these candidates were able to respond to the examiner's comments, and were also mature enough to ask for help with a word/words or to admit that they had not understood the question.

There were very few candidates who said they had not enjoyed the play, with most of them enjoying discussing the characters and their various problems. They discussed the characters, expressing opinions on them and presented evidence from the play to support their points of view. Elements such as: plot; filming techniques; symbolism and music were all addressed by candidates. A number also managed to mention points such as the significance of the title whilst mentioning the main events. There were some quotes from the play, even though it was mostly the minority who did so. The specification states that this is expected and would add to the standard of discussion.

## **Section C Personal response Synoptic Assessment**

It was noted last year that the standard of response to the synoptic element was improving every year, and there was certainly an improvement again this year. Most of the candidates demonstrated that they were able to successfully discuss some topics on the theme in question at their own level, referencing other sources in a meaningful way and cross-referencing well. There were some conversations of a high standard from candidates who had been well prepared by their teachers.

It was clear that centres had responded to the advice given in last year's report, with the best being able to refer to links to the short stories, poems, Welsh-language films, articles, television programmes and Welsh-language songs. This was a big step forward from having the majority only mention of 'Patagonia' and the short stories in the past.

They greatly enjoyed seeing these links and interpreted them robustly. Having said this, it must be said that some of the weaker candidates found it difficult to associate the theme with 'Crash' and the links were very rare. It was clear that the candidates had not been given solid guidance. Some had only mentioned a theme in general, piling up examples of the "love" theme across the course. In order for this cohort to improve their responses, it must be ensured that they have the necessary 'stock' sentences and skills and that they have had sufficient practice on this part of the exam.

There was evidence that some appropriate use was being made of the teaching and learning resources available on the WJEC website which were referred to on a number of occasions.

## Language/Grammar

The best candidates showed a strong element of correctness with a wide range of vocabulary. From this cohort we had robust, articulate language with a wide range of verb syntaxes and tenses. Many had a very rich vocabulary and were able to use elegant words naturally, purposefully and masterfully - verbs such as "gweddu", "cefnu", "mynychu", "cipio", "hidio"; phrases like "dilyn .... fel llo", "y drwg yn y caws"; and adjectives such as "ysgafnryd".

Unfortunately we still hear a large number of candidates misusing the noun clause – mae / bod, and it now seems that the solution to this problem is to introduce this clause much earlier in their education so that they are well used to it at this level.

One linguistic element that was a stumbling block for many was the inability to answer a question in the affirmative. 'Oes' was the answer of choice – no matter what the question was! Responses to questions need to be worked on with the correct positive/negative forms of Ydw/Ydy/Oes/Oeddw/Do and so on.

Again, many have been heard using the word 'siarad' instead of 'dweud'. Also many omitted "mae" at the beginning of a sentence and used "pryd" instead of "pan".

There were also some candidates mixing up the tenses of the verb – talking in the present tense about past events.

To summarise

- There is a need to focus on the interactive aspect of the discussions in preparing the candidates to collaborate and discuss with each other in a pair/group in Section A and B. They must be further trained to listen to each other and to contribute far more ambitiously than 'Dw i'n cytuno / anghytuno'.
- We suggest that the candidates have ample opportunity to practise responses to questions with the correct positive/negative forms.
- All centres are encouraged to make use of the synoptic resource, and other resources, which can be found on the WJEC website.

The examiners and I would like to thank both you and the candidates for your dedication and perseverance. It is a privilege to witness all the hard, conscientious and polished work that is being undertaken in the centres. It is also a privilege to have the opportunity to meet and chat in Welsh with so many enthusiastic, energetic, intelligent and sincere young people.

## WELSH SECOND LANGUAGE

### GCE AS/A LEVEL

Summer 2025

#### UNIT 5 THE WELSH LANGUAGE IN SOCIETY AND TRANSLANGUAGING

##### Overview of the Unit

##### The unit comprises two parts:

In Section A, candidates' awareness of the Welsh language in Society is assessed  
Section B assesses the applicant's response to translanguaging and expressing an opinion

Once again, our thanks go to the teachers for their work in preparing the candidates for this unit. It was encouraging to see that all candidates responded to the themes that arose on this paper this year. As the marking scheme clearly shows, the criteria for this paper focus mainly on the standard of the language used in answers. We suggest that centres pay special attention therefore to the comments made below regarding the language.

It must be noted that the handwriting of a small number of the candidates is very difficult to read and the importance of writing clearly and legibly should be emphasised for all applicants.

##### Comments on individual questions/sections

##### Section A: The Welsh language in Society

##### Question 1 (i)

This question was very open, and almost everyone had used the bullet points as the basis of their answers. While most of the candidates had referred to the Beasleys, Gwynfor Evans and the founding of S4C and Saunders Lewis, others had fun referring to Dryweryn, the Language Act, the Acts of Unification and Henry the Eighth, the Welsh Not, the Welsh Language Commissioner, the Mimosa leaving for Patagonia, William Morgan and the Bible, Cymdeithas yr Iaith and the Referendum.

The strongest answers used correct, polished and very mature language. The candidates managed to summarize the important facts in the past tense. The most successful candidates were able to use suitable idioms and prepositions, vary the tenses of the verb and mutate correctly.

Each applicant had something positive to say about the value of learning the history of the language in the course, and a large number recommended that it be taught more extensively in schools. It's clear that you as teachers are igniting their interest in Welsh history.

Almost all candidates made a fair effort to answer the question, and a large number got decent marks, although a few struggled to express an opinion and record the main historical facts to answer the question well. The candidates who had the highest marks managed to weave the guidelines together, while the middle-band candidates tended to stick closely to the order proposed in the question.

Several of the candidates insisted on mentioning important people from the past in the present tense. It was clear that many people knew about the history of the Beasleys, Gwynfor Evans and Saunders Lewis, but found it difficult to summarise and pass on the information in an intelligent way.

### **Question 1(ii)**

Here again the candidates had made a fair effort to answer the question and had referred to all the bullet points. Teachers, parents, friends, the Urdd and the Menterau Iaith were the favourites, with the best candidates talking about the Welsh Language Commissioner and how the work that has been carried out has inspired them. There were a number of lovely answers referring to a grandfather or grandmother who had inspired them to learn and speak the language. Among the famous Welsh people who have inspired our young people, there was mention of Bronwen Lewis, Ruth Jones and Aaron Ramsay, with one or two referring to non-Welsh speakers such as Tom Jones!

A small number had discussed the opportunities available to speak Welsh, rather than talking about what has inspired them to become Welsh speakers. Again in terms of language, the best candidates managed to use a variety of different tenses including the impersonal, adjectives and idioms.

### **Targets**

Candidates should make use of the language resources they have, aiming to write clearly and accurately, rather than being overambitious in their use of the language.

Attention needs to be paid to grammar and syntax, for example:

- The tenses of the verb (using the past and the present tense in the appropriate place; remembering to include 'mae' and 'roedd' at the beginning of sentences)
- Correct use of third person plural 'maen nhw'n'
- Rules of mutation (e.g. soft mutation after adjectives (llawer o fanteision, siarad am bobl, i ddysgu), yr iaith Gymraeg, soft mutation with adjectives after yn (yn bwysig, yn gyffrous; yn ddwyieithog))
- The difference between, for example, erbyn/gan, ar ôl/yn ôl; wedi/cael; yn/mewn; pan/pryd; siaradwr/siaradwyr; llyfr/llythyr)
- Use the right prepositions (e.g. protestio dros; cerddoriaeth yn bwysig i bobl ifanc; siarad â)
- The noun clause (e.g. penderfynu ei fod e'n mynd i brotestio; hapus fy mod i'n)
- Incorrect tenses of verb tenses (e.g. Dywedodd nhw; Roeddwn e; Dylwn e)

## **Question 2 Translanguaging**

The candidates were asked to write a letter this year. It should be noted that the candidates must be trained to use the correct form and the following forms were referred to in the specification: an information leaflet, letter or article. Unfortunately, a small percentage had not set the work out in the form of a letter, and many had omitted an address and used the informal form 'ti' instead of 'chi'.

It must be said that most of the candidates obviously enjoyed discussing the topic, as music appeals to our young people.

In the most successful answers, the candidates used information from the passage, responding personally and planning in great detail using a wide variety of language resources and syntax and grammar securely. The best candidates were eloquent in their responses, with fewer language weaknesses hampering their work.

There were very few examples of English quotes this year.

Discussing the percentages caused a number to stumble as they had difficulty conveying the information in intelligent constructions.

In general, as in the rest of the paper, the answers in this question were hampered by linguistic limitations and language errors.

In addition to the language errors listed in question 1, there were problems with the following:

- Gwrando ar (almost without exception the candidates used the wrong preposition)
- Using incorrect verbs (e.g. clywed/gwrando; dweud/siarad; gwybod/adnabod)
- Using nouns as verbs (especially those listed on the paper e.g. budd; astudiaeth)

### **Recommendations:**

Applicants should pay attention to the form (a formal letter this year) and set the work out appropriately. It should be ensured that candidates have the opportunity to write in a variety of forms during the year.

Attention needs to be paid to grammar and syntax and the language points identified here should be practised.

## WELSH SECOND LANGUAGE

### GCE AS/A LEVEL

Summer 2025

#### UNIT 6 THE USE OF LANGUAGE AND THE SHORT STORY

##### Overview of the Unit

##### The unit comprises two parts:

The aim of this unit is to give candidates the opportunity to demonstrate their written Welsh skills by responding to questions on the use of the language (Section A) and responding to a short story and a synoptic question (Section B).

As usual, Section B questions were a challenge for a small number of the candidates who had omitted a few questions. Once again this year the unanimous opinion among the examiners was that the Unit 6, 2025 paper was a very fair one and reflected the standard seen in the past, giving everyone a chance.

##### Comments on individual questions/sections

##### SECTION A: Use of Language

**Question 1 i:** Write an email to Delun Gibby, Head of the Urdd's First Environmental and Wellbeing Camp, responding to the poster, expressing interest and asking for more information.

This question helped to build confidence at the beginning of the paper and ensured that each candidate had managed to respond to the bullet points according to their ability. However, the challenge with the bullet points is being able to adapt the language to write a personal response with reference to the content of the poster and expressing an opinion. The colour poster was appealing and certainly helpful to the candidates in the lower bands. It was clear that the subject had appealed to the candidates and a large number had succeeded in writing an email which followed the requirements of the question.

Candidates should be encouraged to use the guidelines in the question because they offer help in structuring the question in order to reach the higher bands. There is also a great deal of help in the advert in terms of vocabulary, spelling and grammar. Of course, it is essential that the candidates are trained to make the best possible use of this guidance. It must be remembered that Section A is a *Use of Language* Section, therefore when marking, it is the language which is uppermost, even though the descriptors in the columns on the right-hand side of the Marking Scheme are also an essential part of the answer, of course. e.g. 'respond appropriately to every aspect of the question, showing originality and organising the work in a way which demonstrates an awareness of the purpose and the audience and thus creates an effect.' It was nice to note that candidates, for the most part, read the question carefully and had written an email, but often, the candidates did not use email convention at the beginning and end of their answers. Although there was a reference above to 'a great deal of help with vocabulary, spelling and grammar in the advert', it was disappointing that some candidates misspelled words that were on the poster or in the bullet points.

Many had chosen to ignore the fact that the poster was seen 'on the noticeboard in the sixth form room' referring to shops/cafés in the town, social media and so on. There were some worthwhile responses from the best candidates which highlighted extremely confident, original and accurate writing. It was a pleasure to read them. The weaker candidates, however, were over-reliant on the contents of the advert and had used sentences without adapting them as required. It should also be pointed out that some answers were far too long and therefore repeated any linguistic mistakes made. It is, therefore, necessary to train the candidates to be concise and avoid being repetitive.

Errors that were commonly seen:

- a lack of variety of suitable and effective sentences.  
e.g. over-reliance on 'Hoffwn i ...'
- miscopying from the poster e.g. 'gweithgareddau', 'cymdeithasu', 'er enghraifft'
- using 'Dw i'n diddordeb' instead of 'Mae diddordeb gen i / gyda fi'.
- difficulty forming simple sentences e.g. 'Mae e/hi ddim', 'Mae'n nhw ddim',

'Mae'r gwersyll yn cael ...' rather than 'Mae gyda'r / gan y gwersyll ...' or 'Mae ... yn y gwersyll.'

Other mistakes that appear regularly are:

bod mae / bod roedd

'yn' before 'eisiau', 'angen' and 'wrth fy modd'

the genitive

the impersonal

the concise past tense e.g. 'gofynnodd i',

'ysgrifennu i' instead of 'ysgrifennu at', also 'apelio i' instead of 'apelio at'

confusing 'gwrando'/'clywed'/'swnio' a 'gweld'/'edrych'/'gwyllo'

the use of 'dylai', 'dylwn', 'dylid' (which is necessary when expressing an opinion)

**Question 1ii** – Choosing the right words to fill in the gaps in a letter.

This was a very fair question and generally the marks were between 6 and 10. Unfortunately many lost marks because they miscopied some words from the question paper – even though they chose the right word! e.g. omitting the circumflex - 'a' instead of 'â' (and thus completely changing the meaning of the word).

The verbs in number 6 (byddan) and 7 (bydd) caused the most trouble. Also, there are grounds for believing that the plural 'eraill' was not a familiar word to many candidates.

Once again this year some candidates had copied the passage out. This is a waste of time, especially if time is short.

## SECTION B – The Short Story

### Question 2 i

As in Section A, question 1i, candidates were expected to make suitable use of the bullet points in the question although 'Gallech chi gyfeirio at...' was the instruction this time. Overall, several very commendable responses were provided and the use of the bullet points led the best candidates to write confidently and methodically. Some answers were far too long and were therefore weak grammatically and were repetitive.

'Tua 100 o eiriau' is mentioned in the exam paper and therefore, we must repeat the need for training candidates to be concise.

It is also important to note that the excerpt from the short story which appears on the exam paper, rather than the whole story, is the basis for the responses in this question and 2ii (the synoptic). However, a subtle reference to the fact that (i) Ceri's relationship with Gareth had ended and (ii) her parents had decided to spend Christmas in New York, was acceptable in the correct context.

Overall, a fair effort has been made to express robust opinions (including strong arguments from the best candidates) in support of the fact that Ceri:

- had made the right decision in quitting her job
- was perfectly right to speak her mind to Maldwyn
- was taking a risk going to Australia on her own to meet a man she hadn't met face to face and so on.

Some of the best answers also considered things successfully, arguing that Ceri could have used more professional words than 'jobsys crap', 'sdwffia dy job' and 'llond bol'. There were also a few who considered the risk that Ceri was taking against the fact that she needed a change in her life, company over Christmas and to escape from Maldwyn. (See the marking scheme for the type of arguments that could be used to support an opinion in this question.)

### Question 2ii

There are effectively three parts to this question.

- recognise the techniques in the passage in the exam paper (rather than the whole story)
- give an example/examples of the techniques
- explain the effect of the techniques

In order to gain marks in the higher bands, every technique in the question rubric must be discussed. No more than Band 3 can be awarded unless there is a reference to all the techniques listed in the question. It's obvious which candidates have read the question carefully before making a start on it. Again this year, some candidates had not paid attention to the 3 techniques although there were plenty of examples of each one in the passage. The majority succeeded in identifying an example/examples of the techniques, but it is vitally important that candidates are coached to explain why a technique is successful. There was a tendency to repeat the same facts over and over again, and often those candidates did not meet the requirements of the question (which is to help the author create emotion in the passage). (See the marking scheme that offers help with the third bullet point, which is how the techniques help the writer create emotion in the passage.)

### Question 2iii – The synoptic question

Cross-referencing doesn't cause as much of a problem now. The candidates in the top bands had cross-referenced the piece in question with other texts such as *Angladd yn y Wlad*, *Crash*, *Patagonia* (specifically the story of Gwen and Rhys) and *Pwy Fyth a Fyddai'n Fetel* and they had the language resources to do so. e.g. '*Mae hyn yn debyg i ...*'; '*Mae'n amlwg bod ...*'; '*Cawn ein hatgoffa o ...*' and so on. In addition to this, it is evident that they were coached to stick to the theme in the question. Unfortunately some candidates had referred to the theme of 'cyfathrebu', 'teulu', 'perthynas'. Once again this year, we as examiners welcomed the fact that candidates in some centres had been directed to read or watch texts that prove wider study. There was reference to *Hedd Wyn*, *Solomon a Gaenor*, *Cleddau*, *Gadel Lenin*, *Y Sŵn* and so on.

It's important that candidates learn 'stock' sentences for oral and written synoptic responses, and that they use them consistently in context. It is also essential that they have clear guidance on how to answer this question, not only because of the challenge, but also because the bulk of the marks is awarded here.

As in question 2i, there were numerous examples of long-winded writing that was repetitive and contained linguistic errors.

What is encouraging is to be able to say that the standard of responses to the synoptic question continues to improve among the candidates who have had clear guidance and sufficient practice in tackling the challenge of this question. (See the marking scheme which offers assistance with the skill of cross-referencing the passage on page 5 of the question paper and the other texts read and watched during the course.) Synoptic resources are available on the WJEC website. These are suitable for teacher-led classroom work and are also an opportunity for candidates to work independently.

## Supporting you

### Useful contacts and links

Our friendly subject team is on hand to support you between 8.30am and 5.00pm, Monday to Friday.

Tel: **02922 404 255**

Email: [cymraegailiaith@wjec.co.uk](mailto:cymraegailiaith@wjec.co.uk)

Qualification webpage: [AS/A Level Welsh Second Language](#)

See other useful contacts here: [Useful Contacts | WJEC](#)

### Professional Learning / CPD Training

Access our popular, free online CPD/PL courses to receive exam feedback and put questions to our subject team, and attend one of our face-to-face events, focused on enhancing teaching and learning, providing practical classroom ideas and developing understanding of marking and assessment.

Please find details for all our courses here: <https://www.wjec.co.uk/home/professional-learning/>

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