

FOUNDATION

WJEC Entry Level Foundation Cymraeg

Approved by Qualifications Wales

Specification

Teaching from September 2027

For award from September 2029



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

Made for Wales.
Ready for the world.

The UK Government has announced plans to restrict social media use by children under 16, which may impact some of our qualifications. We will keep our qualifications under review and make any necessary updates as further details become available.

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

- [foundation-qualifications-general-approval-criteria](#) which set out requirements for any new Foundation qualification Approved for first teaching from September 2027 and beyond.
- [Standard Conditions of Recognition](#) which contains the rules that all awarding bodies and their qualifications must meet when offering qualifications to learners in Wales.

CONTENTS

1	INTRODUCTION.....	7
1.1	Aims	7
1.2	Curriculum for Wales.....	7
1.3	Prior Learning and Progression.....	8
1.4	Guided Learning Hours	8
1.5	Use of language	9
1.6	Equality and fair access	9
	The 'Further Information' Column	10
	Unit 1	11
	Unit 2	13
	Opportunities for integration of learning experiences	17
3	ASSESSMENT.....	18
3.1	Assessment objectives and weightings.....	18
3.2	Overview of the arrangements for assessment.....	19
3.3	Management of assessments	20
3.4	Resubmission of internally assessed non-examination assessments 21	
4	MALPRACTICE.....	22
5	TECHNICAL INFORMATION.....	23
5.1	Making entries	23
5.2	Qualification entry.....	24
5.3	Grading, awarding and reporting.....	24
5.4	Resit arrangements	25
5.5	Resitting the qualification	25
	Appendix A: Opportunities for embedding elements of the Curriculum for Wales	26

Empowering learners, supporting teachers

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

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

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

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

A strong foundation for success in the future

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

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

The compensatory nature of our General Foundation Qualifications recognises learners' strengths across different units. Rather than requiring uniform performance in every area, this approach allows high achievement in one unit to offset lower performance in another. The assessment experience is therefore an inclusive and supportive one on this basis.

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

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

Entry Level Foundation Qualification Cymraeg

SUMMARY OF ASSESSMENT

Unit 1: Reading and Writing

Written Subject Tests: 60 minutes (2 x 30 minutes)

30% of qualification

Set and marked by WJEC

30 marks

Learners will sit **two** subject tests:

Subject Test 1 – Reading and Editing

- demonstrate understanding when reading **three** texts, including **two** short texts and **one** extended text in paragraphs
- complete simple sequencing tasks

An additional 10 minutes of reading time is allowed before the 30-minute test begins.

Subject Test 2 – Writing

- extended writing using language for the purpose of communicating with different audiences
- submit **one** written task in a specific form, including:
 - speech
 - email
 - article
 - letter
 - conversation

Centres can choose to administer the multiple-choice subject tests either digitally or in paper format within a four-week assessment window.

Unit 2: Responding to Texts

Two written tasks: (up to 6 hours)

40% of qualification

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

40 marks

Learners are assessed on **two** tasks:

Task 1 – Creative response to a short story, novel or play (printed texts only)

Task 2 – Written response in Welsh to an English text – translanguaging

Unit 3: Oral**Two oral tasks****Individual Oral Task: (2-5 minutes)****Pair/Group oral task: (5 minutes approx.)****30% of qualification****Set by WJEC, marked by the centre and moderated by WJEC****30 marks**Learners are assessed on **two** tasks:

Task 1: Individual Oral Task

- present information / experiences on a topic of their choice

Task 2: Pair/Group Oral Task

- discuss a Welsh language TV programme or film

This is a unitised qualification.

It is not tiered.

There is no suggestion of a specific teaching order.

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

The first award of the qualification will be 2029.

Qualification Approval Number: C00/5283/9

ENTRY LEVEL FOUNDATION QUALIFICATION CYMRAEG

1 INTRODUCTION

1.1 Aims

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

- explore a range of knowledge, skills and understanding in relation to Cymraeg
- be assessed in a variety of different contexts
- use and respond to oral, written and visual materials and texts, understanding the main points and developing the ability to discern and guess meaning
- communicate clearly, accurately and creatively in general in a range of contexts and for different audiences and purposes
- develop and use knowledge and understanding of Welsh vocabulary and structure and how the language is used
- develop Welsh language knowledge and skills that are suitable for the workplace.

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

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

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

1.2 Curriculum for Wales

This Entry Level Foundation Qualification Cymraeg is underpinned by the Curriculum for Wales framework. It was designed to ensure that learners can continue to make progress towards the four purposes whilst studying for this qualification.

Central to this design are the [principles of progression](#), along with the [statements of what matters](#) and those subject specific [skills and concepts](#) outlined in the '[Designing your Curriculum](#)' section of the Languages, Literacy and Communication Area of Learning and Experiences.

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

We have also considered where the qualification can generate opportunities for integrating the learning experiences noted on page 31; the Guidance for Teaching will include further information on integrating these learning experiences.

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

- Supporting the statements of what matters¹, giving learners the opportunity to:
 - develop their understanding, empathy and their ability to respond and to mediate effectively
 - interact, explore ideas, express viewpoints, knowledge and understanding and build relationships
 - experience and respond to a variety of literature that gives them insight into the culture, people and history of Wales as well as the wider world
 - spark imagination and creativity.
- Supporting the principles of progression² giving learners the opportunity to:
 - build on their linguistic skills
 - grow holistically in their understanding and purposeful use of languages, literacy and communication
 - apply their understanding of linguistic concepts
 - adapt and manipulate language to communicate effectively to a range of different audiences
 - develop receptive, interpretive and expressive language skills
 - transfer existing knowledge and skills into new contexts including the social and cultural aspects of language.

1.3 Prior Learning and Progression

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

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

1.4 Guided Learning Hours

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

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

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

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

1.5 Use of language

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

1.6 Equality and fair access

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

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

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

2 SUBJECT CONTENT

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 need to apply their knowledge and understanding
- '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.

Unit 1

Reading and Editing

Subject Tests: 60 minutes (2x30 minutes)

Subject Test 1 - answer a variety of short and multiple-choice questions on the reading texts and complete simple sequencing tasks. An additional 10 minutes of reading time is allowed before the 30-minute test begins.

Subject Test 2 - submit one extended written task

Set and marked by WJEC

30% of qualification

30 marks

Overview of the unit

The purpose of this unit is to:

- develop learners' understanding of reading material in everyday and work-related contexts
- develop learners' awareness of the use of language to communicate with different audiences.

Areas of content

1.1	Reading and Editing
In this unit, learners will develop knowledge, skills and understanding in relation to the following: 1.1.1 developing awareness of reading texts in everyday and work-related contexts 1.1.2 developing awareness of the use of language to communicate with different audiences	
Contents	Further Information
1.1.1 Developing awareness of reading texts in everyday and work-related contexts	Learners will be required to: - show understanding by reading three passages, including: two short texts one extended reading text in paragraphs. - answer a range of short and multiple-choice questions on the reading passages - complete simple sequencing tasks. Learners should be able to: - recall information - identify and summarize main points - interpret information - draw simple conclusions.
1.1.2 Developing awareness of the use of language to communicate with different audiences	Learners will be required to: - use extended writing using language for the purpose of communicating with different audiences. Learners should be able to: - submit one written task in a specific form, including: - speech - email - article - letter - conversation - use basic sentences for expressing an opinion - use sentences, appropriate grammar, correct spelling and punctuation - organize their work into paragraphs.

Unit 2

Responding to Texts

Two written tasks: (up to 6 hours)

Task 1 – creative response to a short story, novel or play (printed texts only)

Task 2 – written response in Welsh to an English text – translanguaging

40% of qualification

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

40 marks

Overview of the unit

The purpose of this unit is to:

- develop learners' creative responses to a text
- write creatively and imaginatively
- develop learners' translanguaging skills.

Areas of content

2.1	Responding to Texts
In this unit, learners will gain knowledge and understanding of the following areas: 2.1.1 developing creative and imaginative responses to text 2.1.2 developing translanguaging skills	
Contents	Further Information
2.1.1 Developing creative and imaginative responses to text	Learners will be required to: • read a short story, novel or play suitable for their interests and language ability (printed texts only) • understand and interpret characters • demonstrate an awareness of mood and atmosphere • demonstrate an understanding of events • write a creative response based on the whole text or a specific part(s) of it. Learners should be able to: • choose a suitable form, for example: • newspaper report • diary/diaries • letter(s) • monologue(s). • write a creative response from the perspective of one or more characters.
2.1.2 Developing translanguaging skills	Learners will be required to: • use information from an English source and express it in Welsh in another form • write accurately paying attention to spelling, punctuation and grammar. Learners should be able to: • show an understanding of the content • choose a suitable form, for example: • review • interview • dialogue • article • poster • information leaflet. • ensure structure to the work • pay attention to language accuracy • vary the beginning and length of sentences.

Unit 3

Oral

Two oral tasks

Individual oral task: (2-5 minutes)

Pair/group oral task: (5 minutes approx.)

30% of qualification

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

30 marks

Overview of the unit

The purpose of this unit is to:

- develop learners' oracy skills
- develop learners' ability to interact and respond to others

Areas of content

3.1	Oral
In this unit, learners will gain knowledge and understanding of the following areas: 3.1.1 developing oracy skills 3.1.2 developing the ability to interact and respond to others.	
Contents	Further Information
3.1.1 Developing oracy skills	Learners will be required to: • take part in an individual oral activity • present knowledge or experiences on a topic of their choice (between 2-5 minutes). Learners should be able to: • present knowledge or experiences • vary tone of voice • pay attention to language accuracy • vary sentences and show awareness of mutations.

3.1.2

Develop the ability to interact and respond to others

Learners will be required to:

- take part in a pair/group oral activity
- discuss a Welsh language TV programme or film
- join in a natural discussion, approx. 5 minutes long.

Learners should be able to:

- work in pairs or groups of 3 only
- listen and respond to contributions from others
- express opinions on events and characters
- discuss the effectiveness of certain filming techniques, for example:
 - music
 - lighting
 - costume
 - shots.
- vary tone of voice
- pay attention to language accuracy
- vary sentences and show awareness of mutations.

Opportunities for integration of learning experiences

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

- explore and respond to local and wider Welsh contexts
- study texts that spark the imagination and inspire creativity
- consider content and materials that reflect the diversity of our society and the wider world
- read and listen to variations in language (register, accents, dialect, etc.)
- use an understanding of authors' craft and form conventions to inform the creation of their own oral and written texts
- develop creative responses in written and oral contexts
- use digital technology whilst completing the qualification
- develop cross-curricular and integral skills.

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

For opportunities to develop cross-cutting themes, cross-curricular skills and integral skills, please see Appendix A.

3 ASSESSMENT

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

3.1 Assessment objectives and weightings

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

AO1

Understand and respond

- i. understand and interpret a variety of texts
- ii. present information from a variety of texts
- iii. respond creatively to a variety of texts
- iv. interact with others and respond to them appropriately

AO2

Communication and expression

- i. present information and experiences in a clear and structured way
- ii. contribute in a relevant way to verbal situations
- iii. write and convey information and communicate opinions clearly and accurately, including grammar, punctuation and spelling
- iv. use and adapt a language register appropriate to the task and purpose

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

	AO1	AO2	Total
Unit 1	15%	15%	30%
Unit 2	25%	15%	40%
Unit 3	10%	20%	30%
Overall weighting	50%	50%	100%

3.2 Overview of the arrangements for assessment

Unit 1: Reading and Writing

- This unit in the form of two subject tests will be available for a window of 4 weeks during the summer term. A candidate must sit both tests within the same assessment window.
- A candidate does not have to complete both tests in the same session, but all individual tests must be completed within one session.
- This unit will require candidates to:
 - Subject Test 1: show understanding when reading three passages and complete simple sequencing tasks
 - Subject Test 2: complete an extended writing task.
- The duration of each test is 30 minutes.
- For Subject Test 1 only, an additional 10 minutes of reading time is allowed before the 30 minute test begins.
- This unit will be set by WJEC, and marked by WJEC.
- Centres will have the option to complete the test digitally or on paper.
- The assessment contributes to 30% of the overall qualification.
- The unit will be marked out of a total of 30 marks (15 marks per test).
- This unit will be available from 2028 (and every year thereafter).

Unit 2: Responding to Texts

- This unit comprises two tasks.
- This unit asks candidates to:
 - Task 1: respond creatively to a short story, novel or play (printed texts only)
 - Task 2: respond in writing in Welsh to an English text – translanguaging.
- Centres have a free choice in terms of texts and written forms within both tasks.
- The tasks will not change.
- This unit will be marked by the centre and moderated by WJEC.
- The assessment contributes to 40% of the overall qualification.
- The unit will be marked out of a total of 40 marks (25 marks for Task 1 and 15 marks for Task 2).
- This unit will be available from 2028 (and every year thereafter).

Unit 3: Oral

- This unit comprises two tasks.
- This unit asks candidates to:
 - Task 1: Individual Oral Task – present knowledge / experiences on a topic of their choice
 - Task 2: Pair/Group Oral Task – discuss a Welsh language TV programme or film
- Centres have a free choice in terms of a Welsh language television programme or film in task 2.
- The tasks will not change.
- This unit will be marked by the centre and moderated by WJEC.
- The assessment contributes to 30% of the overall qualification.
- The unit will be marked out of a total of 30 marks (10 marks for Task 1 and 20 marks for Task 2).
- This unit will be available from 2029 (and every year thereafter).

3.3 Management of assessments

The three units in the qualification are assessed through non-examination assessments.

Non-examination assessment is structured across three key stages: task setting, undertaking the task, and marking the task.

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

Task Setting

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

Undertaking the Tasks

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

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

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

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

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

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

Teachers are responsible for ensuring that:

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

3.4 Resubmission of internally assessed non-examination assessments

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

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

Any feedback provided to learners must:

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

Teachers must not:

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

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

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

Once marks have been submitted for moderation, no further resubmission of the same assessment is permitted. Learners have one opportunity to resit the assessment in future assessment series.

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

4 MALPRACTICE

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

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 <https://www.jcq.org.uk> Suspected Malpractice: Policies and Procedures.

5 TECHNICAL INFORMATION

5.1 Making entries

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

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

Unit 1 and Unit 2 will be available in 2028 (and each year thereafter). Unit 3 will be available in 2029 (and each year thereafter) and the qualification will be awarded for the first time in summer 2029.

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

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

	Entry Codes
Unit 1 (on screen)	6030NA
Unit 1 (paper-based)	6030NB
Unit 2	6030N2
Unit 3	6030N3

5.2 Qualification entry

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

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

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

Cash-in Code – 6030C0

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

5.3 Grading, awarding and reporting

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

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

	Max Raw Marks	Max UMS	Entry Level 3	Entry Level 2	Entry Level 1
Unit 1	30	60	42	30	18
Unit 2	40	80	56	40	24
Unit 3	30	60	42	30	18

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

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

5.4 Resit arrangements

- Candidates can resit Unit 1, the assessment marked by WJEC, twice (three attempts in total). The better uniform mark score from the three attempts will be used in calculating the final overall grade.
- Candidates may resit each centre marked assessment (Units 2 and 3) once (two attempts in total). The better uniform mark score from the two attempts will be used in calculating the final overall grade.
- When re-sitting an assessment, the candidate must submit a new assessment, completed within the same levels of control. They cannot improve previously submitted work.
- If a candidate has been entered for an assessment but marked absent (a), the absence does not count as an attempt.
- If a candidate is recorded as having obtained '0' marks, then it is presumed that the evidence produced for assessment was not worthy of credit; this will count as an attempt.
- When resitting an assessment, provided that the candidate has not exceeded the maximum number of attempts, marks from the other units will be carried forward.
- If a candidate exceeds the number of attempts for any assessment, then they will be required to resit the qualification.

5.5 Resitting the qualification

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

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

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

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

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

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



WJEC CBAC Ltd
245 Western Avenue, Cardiff, CF5 2YX

T: 029 2026 5465
E: info@wjec.co.uk
W: www.wjec.co.uk

Follow us on social media:

