

ENTRY LEVEL



WJEC ENTRY LEVEL Certificate in WELSH

DESIGNATED BY QUALIFICATIONS WALES

SPECIFICATION

Teaching from 2019
For award from 2021



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



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SUMMARY OF ASSESSMENT

Unit 1: Entry Level Welsh Unit 1 Written examination: 1 hour 25% of qualification	40 marks
Section A: Non-literary reading A mixture of short answer questions, structured questions and multiple choice questions in response to two or three short texts, including one fragmentary text. Text editing task focusing on understanding a short text at word, sentence and text level.	
Section B: Proofreading task focusing on writing accurately. Writing for a specific purpose – one extended writing task. An externally assessed unit.	
Unit 2: Entry Level Welsh Unit 2 Non-examination Assessment – Written Tasks 45% of the qualification	60 marks
3 tasks – one reading task and two written tasks Task 1: Reading – creative response to literary material Task 2: Writing – descriptive or narrative Task 3: Written response in Welsh to an English text – translanguing	
Internal Assessment	
Unit 3: Entry Level Welsh Unit 3 Non-examination Assessment – Oral tasks 30% of qualification	20 marks
Task 1: Individual presentation on a specific topic Task 2: Response and interaction – discussion of a film/episode of a television series/documentary programme	
Internal Assessment	

This qualification will be available in the summer series each year. It will be awarded for the first time in summer 2021.

Qualifications Wales Approval Number (listed on [QiW](#)): C00/3728/8

ENTRY LEVEL CERTIFICATE IN WELSH

1 INTRODUCTION

1.1 Aims and Objectives

The WJEC Entry Level Certificate in Welsh is designed for learners who have not reached Level 3 of the National Curriculum at the end of Key Stage 3 and for whom GCSE and equivalent vocational qualifications are not deemed appropriate. The qualification will assess oracy, reading and writing skills that learners will need in their everyday lives, in the world of work, and in other curriculum areas. It provides learners with a broad, coherent, satisfying and worthwhile course of study.

This specification has been written to meet, where appropriate, the Programme of Study requirements for National Curriculum Welsh at Key Stage 4. However, it recognises that the National Curriculum allows material to be selected from earlier key stages to enable individual learners to progress and demonstrate achievement. Where such material is used, it is presented in contexts suitable for older learners. The course will prepare learners for further studies in Welsh, e.g. GCSE Welsh Language or vocational courses where communication skills are needed.

WJEC Entry Level Certificate Welsh enables learners to develop the following:

- communicating in a variety of situations and for a range of purposes and audiences
- developing independent and clear communication skills
- developing oral skills by participation in individual and group activities
- developing reading skills by discussing a wide range of literary and non-literary texts, including fragmentary texts
- identifying facts, ideas, information and viewpoints in texts
- understanding and expressing viewpoints
- developing their writing skills to communicate clearly
- writing for different audiences and purposes in a range of forms
- demonstrating a growing command of the presentation of written work (including spelling, punctuation and grammar).

This specification is intended to encourage a range of teaching and learning styles so that everyone following it can enjoy the course. Learners will be introduced to a wide range of oracy, reading and writing skills set in meaningful contexts enabling them to enjoy a positive learning experience.

1.2 Prior learning and progression

There are no previous learning requirements for this specification. Any requirements set for entry to a course based on this specification are at the centre's discretion.

This specification builds on subject content which is typically taught at Key Stage 3 and provides a suitable foundation for the study of Welsh at GCSE level.

In addition, the specification provides a coherent, satisfying and worthwhile course of study for learners who do not progress to study this subject further.

1.3 Equality and fair access

Any learner can follow this specification, irrespective of gender, ethnic, religious or cultural background. It has been designed to avoid, where possible, features that could, without justification, make it more difficult for a learner to achieve because they have a particular protected characteristic.

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

The specification has been discussed with groups who represent the interests of a diverse range of learners, and the specification will be kept under review.

Reasonable adjustments are made for specific learners so that the assessments are within their reach. Information on reasonable adjustments is found in the following document from the Joint Council for Qualifications (JCQ): *Access Arrangements and Reasonable Adjustments*.

This document can be accessed through the JCQ website (www.jcq.org.uk). As a consequence of provision for reasonable adjustments, very few learners will have a complete barrier to any part of the assessment.

1.4 Welsh perspective

In following this specification, learners in Wales should consider a Welsh perspective if the opportunity arises naturally from the subject matter, and if its content would enrich learners' understanding of the world around them as citizens of Wales as well as the UK, Europe and the world.

2 SUBJECT CONTENT

This section outlines the knowledge, understanding and skills to be developed by learners studying Entry Level Certificate in Welsh.

Entry Level Certificate in Welsh provides a framework for developing learners' knowledge, understanding and skills. These contexts are intended to enable learners to make meaningful connections between what they learn and how oracy, reading and writing are used in the 'real world'. Therefore, learners should be prepared to use the information, understanding and skills in question in a range of contexts.

All content in the specification should be introduced in such a way that it develops learners' ability to:

- make contributions to individual and group tasks
- demonstrate understanding of reading material
- write with increasing independence
- review accuracy in their own work.

The qualification consists of three units assessing oracy, reading and writing.

2.1 Unit 1

Written examination: 1 hour
25% of the qualification
40 marks

This unit is in two sections which are equally weighted.

Section A: Non-literary reading (20 marks)

There will be a variety of short questions, structured questions and multiple choice questions in response to two or three short texts, including at least one continuous text.

Candidates' understanding will be assessed on their ability to:

- recall information
- identify and summarize main points
- interpret information
- draw simple conclusions.

This section will also include short editing and sequencing tasks.

Section B: Writing for a specific purpose (20 marks)

Short proofreading texts will be set.

One extended writing task will be set which will require that candidates:

- present information
- express an opinion
- persuade
- give directions.

Candidates will be expected to use language for the purpose of communicating with different audiences.

The forms noted for the extended task may include the following:

- letter
- report
- information leaflet
- email
- advert
- instructions etc.

This unit is externally assessed.

2.2 Unit 2

Non-examination Assessment – Written Tasks

45% of the qualification

60 marks

Candidates are expected to complete three written tasks.

Task 1 – Reading: Creative response to a short story, novel or play

Task 2 – Writing: Descriptive or narrative

Task 3 – Written response in Welsh to an English text – translanguaging

Task 1 – Reading: Creative response to a short story, novel or play (30 marks)

A text suitable for candidates should be chosen.

Candidates will need to:

- respond creatively to a complete text
- understand and interpret characters
- understand the order and significance of events.

Creative response to a text is defined in this context as work combining factual and imaginary elements. The task should demonstrate the candidate's understanding and interpretation of the events and the characters, creating something which is not directly available in the original.

Task 2 – Writing: Descriptive or Narrative (15 marks)

A text which will stimulate candidates to write in an interesting way should be chosen.

Candidates will need to:

- write creatively and imaginatively
- write accurately paying attention to spelling, punctuation and grammar.

10 marks will be available for communication and structure and 5 marks for writing accurately.

Task 3 – Writing: Written response in Welsh to an English text – translanguaging (15 marks)

An English reading or audiovisual text which is suitable for candidates should be chosen.

Candidates will need to:

- communicate information in an organised and clear way
- write accurately paying attention to spelling, punctuation and grammar.

A copy of the original English text should be included with the work.

The tasks will be internally assessed by centres and moderated by WJEC. A sample of completed assessments will be required for standardisation.

See section 4.4. for further guidance.

2.3 Unit 3

Oral Assessment
30% of qualification
20 marks

Task 1 – Individual presentation on a topic of the candidate's choosing (10 marks)

One individual presentation which may include responding to questions.

Candidates are expected to participate in an individual oral activity presenting information/experiences on a topic of the candidate's choosing.

The presentation is expected to last between 2 and 3 minutes.

Task 2 – Response to and interaction with a Welsh television programme or film (10 marks)

One group discussion on a Welsh television programme or film of the centre's choosing.

Candidates are expected to demonstrate that they are able to participate in an oral activity with others.

The discussion is expected to last approximately 5 minutes.

*The tasks will be internally assessed by centres and moderated by WJEC.
A sample of completed assessments will be required for standardisation.*

Each candidate's response will be electronically recorded. An audio or audiovisual recording can be made. See section 3.3. for further guidance.

3 ASSESSMENT

3.1 Assessment objectives and weightings

This specification's assessment objectives are provided below. Learners must:

AO1 Oracy

- present information and experiences in a clear and structured way
- contribute in a relevant way in various oral situations
- interact with and respond to others appropriately
- ensure that they speak accurately on the whole using a range of appropriate sentences

AO2 Reading

- identify main points and ideas
- use information from texts
- read, understand and interpret texts
- respond creatively to literary reading material

AO3 Writing

- write to convey information and communicate clearly
- use and modify a language register which is appropriate to the task and purpose
- ensure that written work is generally accurate including grammar, punctuation and spelling

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

AO1	AO2	AO3
30%	35%	35%

3.2 Administrating non-examination assessment of written tasks – Unit 2

- The 3 tasks should be completed under teacher supervision in the centre.
- The teacher is responsible for choosing suitable texts for candidates.
- Candidates may use technological equipment to complete the work. They may use online resources such as an online dictionary and grammar and spell checkers.
- Possible examples for the tasks are provided in the Specimen Assessment Materials.
- The teacher is responsible for marking the tasks.
- A sample of the work will be sent to an external moderator on a date set by WJEC. See the moderation procedures in section 4.2.

3.3 Administrating non-examination assessment of oral tasks – Unit 3

Task 1 – Individual presentation on a text of the candidate's choosing (10 marks)

Carrying out the task

Learners should choose a topic that interests them. Candidates are expected to present information/experiences individually on the topic they have prepared in advance.

- Candidates are allowed to use objects or images as an aid only when presenting information/experiences on their chosen subject.
- Candidates may use short bullet points to assist them including relevant quotations, statistics, facts and examples.
- Information technology may be used e.g. *PowerPoint*, as a resource to assist the presentation only. **It is emphasised that this is not a reading task but an oral presentation prepared by the candidate.**
- Teachers should retain any bullet points or *PowerPoint* presentation at the end of a presentation and these should be submitted with the sample sent to WJEC.
- The candidate should endeavour to give their presentation independently.
- An individual presentation will last between 2 and 3 minutes, including responding to questions by the teacher or other candidates.

The teacher's function

During the individual presentation the teacher should:

- provide the candidate with an opportunity to give his/her presentation independently
- ensure that the candidate isn't reading the presentation
- interrupt or spur on if required by asking a few questions.

Marking the task

The teacher is expected to mark the task out of a total of 10. Candidates should be assessed by the teacher either immediately following the presentation or by listening to an electronic recording of the learner's response. Reference to the criteria should be made to place the candidate's response in the appropriate marking band. The mark out of a total of 10 should be given for the candidate's presentation and the response to questions and feedback. Reference is made to the content of the presentation along with the standard of language and expression in the criteria used to assess the task.

Task 2 – Response to and interaction with a Welsh television programme or film (10 marks)

A Welsh television programme or film of interest to candidates should be chosen. During the time of watching or following it, candidates should be prepared by paying attention to:

- the content of the programme or film
- the filming techniques seen in the programme or film.

Carrying out the task

Candidates will be expected to respond and interact with each other when discussing the Welsh television programme or film in a group (up to 3 candidates in each group).

When completing the task, candidates should:

- discuss the programme content e.g. events, characters, presenters
- discuss some filming techniques e.g. shots, costumes, lighting, music
- express an opinion concisely about the programme/film.

The discussion should take around 5 minutes. **A spontaneous, unscripted discussion is expected.** If candidates have used concise notes during the discussion then the teacher must retain these at the end of the assessment and these should be submitted with the sample sent to WJEC.

The teacher's function

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

- stimulate a discussion
- encourage a change in the direction of the discussion
- ask a candidate to provide evidence
- ensure that every candidate has an opportunity to respond.

Marking the task

The teacher is expected to mark the task out of a total of 10. Candidates should be assessed by the teacher either immediately following the presentation or by listening to an electronic recording of the learner's response. Reference to the criteria should be made to place the candidate's response in the appropriate marking band. Reference is made to the content of the presentation along with the standard of language and expression in the criteria used to assess the task.

4 TECHNICAL INFORMATION

4.1 Making entries

This is a linear qualification.

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

All units will be available in 2021 (and each year thereafter). The qualification will be awarded for the first time in summer 2021.

A candidate may retake the whole qualification more than once.

The entry code is given below.

Qualification title	Entry code
Entry Level Certificate in Welsh	6020CC

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

4.2 Standardisation Procedures

Internal standardisation – Unit 2 and Unit 3

Centres must ensure that internal standardisation is carried out where more than one teacher is responsible for the marking of Unit 2 and Unit 3 assessments. This is necessary to ensure consistency of standards within a centre.

External moderation – Unit 2 and Unit 3

External moderation is the process whereby the marks awarded by the centre are checked for accuracy and consistency against the assessment criteria. This involves a moderator appointed by WJEC checking a sample of the work from a centre. An internal assessment manual is available from WJEC each year which contains information about selecting a sample for external moderation and submission dates.

Centres should also send to their appointed moderator the following documents:

- any relevant administration forms
- any further information which may help the moderator when interpreting the work or marking
- signed authentication that the work is the candidate's own
- details of internal standardisation (if applicable).

4.3 Grading, awarding and reporting

The awarding will be graded Entry 3, Entry 2 and Entry 1 corresponding to achievements broadly comparable with levels 3, 2 and 1 of the National Curriculum.

To obtain Entry 1, the candidate should have followed the programme of study and achieved approximately 25% of the available marks.

To obtain Entry 2, the candidate should have followed the programme of study and achieved approximately 45% of the available marks.

To obtain Entry 3, the candidate should have followed the programme of study and achieved approximately 65% of the available marks.

The percentages above are intended for guidance only and are not rigidly fixed as the degree of difficulty of tasks may vary. This variation will be taken into account at the awarding stage.

Results not attaining the minimum standard for the award will be reported as U (unclassified).

Appendix A – Unit 2 Written Tasks Criteria

	Task 1 – Reading: Response to a short story, novel or play (30 marks)
Band 5 25-30 marks	<ul style="list-style-type: none"> creative work which demonstrates an endeavour to present in an interesting way in response to the text, demonstrating structure in the work shows good knowledge of the text – events demonstrates good understanding of the character/characters
Band 4 19-24 marks	<ul style="list-style-type: none"> creative work which demonstrates an endeavour to present in an interesting way in response to the text, demonstrating structure in parts of the work shows quite good knowledge of the text – events demonstrates quite good understanding of the character/characters
Band 3 13-18 marks	<ul style="list-style-type: none"> an attempt at presenting creative work based on a simple text with an attempt at structuring the work slightly some knowledge of the text – events some understanding of the character/characters
Band 2 7-12 marks	<ul style="list-style-type: none"> some attempt at presenting creative work based on a simple text – an attempt at sequencing some facts about the events some references demonstrating some understanding of the character/characters
Band 1 1-6 marks	<ul style="list-style-type: none"> a very short attempt at presenting creative work based on a simple text a few facts about events and characters
0 marks	Nothing worthy of credit

Tasks 2 and 3 – Writing

	Communication and structure (meaning, purposes, readers and structure)		Writing accurately (language, grammar, punctuation and spelling)
Band 5 9-10 marks	<ul style="list-style-type: none"> writes coherently including sufficient detail modifies register for a purpose (formal/informal) structures writing appropriately for the purpose of the task e.g. paragraphs, heading/sub-heading 	Band 5 5 marks	<ul style="list-style-type: none"> attempts to select a range of vocabulary for effect attempts to punctuate consistently (capital letter, comma, full stop, quotation marks, question mark) spelling is generally accurate demonstrates a fairly consistent command of elementary grammar uses a range of sentences
Band 4 7-8 marks	<ul style="list-style-type: none"> generally writes coherently including some details and attempts to be interesting attempts to modify the register to the audience structures writing appropriately in general 	Band 4 4 marks	<ul style="list-style-type: none"> uses a slight range of vocabulary for effect some command of a range of punctuation (capital letter, comma, full stop, quotation marks, question mark) spelling is fairly accurate generally demonstrates a fairly consistent command of elementary grammar varies sentences to a degree
Band 3 5-6 marks	<ul style="list-style-type: none"> some coherent writing e.g. beginning, middle and end some attempt at modifying register for a purpose work is structured to a degree 	Band 3 3 marks	<ul style="list-style-type: none"> chooses some words appropriately for effect some sentences are punctuated accurately with capital letters and full stops most common words are spelt correctly an inconsistent command of elementary grammar an attempt at varying sentences
Band 2 3-4 marks	<ul style="list-style-type: none"> an attempt to write coherently a limited awareness of the audience an attempt at being organised 	Band 2 2 marks	<ul style="list-style-type: none"> a limited range of vocabulary some attempt at elementary punctuation some common words are spelt correctly demonstrates a limited command of grammar uses a limited range of sentences
Band 1 1-2 marks	<ul style="list-style-type: none"> some relevant content basic structure 	Band 1 1 mark	<ul style="list-style-type: none"> uses simple words, very limited range spells a few words correctly demonstrates a very limited command of grammar demonstrates a very limited range of sentences
0 marks	Nothing worthy of credits	0 marks	Nothing worthy of credit

Appendix B – Unit 3 Oral Tasks Criteria

	Task 1 – Individual presentation (10 mark)
<p>Band 5</p> <p>9-10 marks</p>	<ul style="list-style-type: none"> conveys information/experiences in a clear and organised way includes details in order to convey information/experiences in an interesting way uses a good range of vocabulary fairly correctly uses appropriate language and register for the task and audience generally demonstrates a fairly consistent command of grammar uses a range of sentences
<p>Band 4</p> <p>7-8 marks</p>	<ul style="list-style-type: none"> conveys information/experiences in a fairly clear and organised way includes some details in order to convey information/experiences in an interesting way uses a range of vocabulary an attempt at using language and register for the task and audience generally demonstrates a fairly consistent command of elementary grammar varies sentences to a degree
<p>Band 3</p> <p>5-6 marks</p>	<ul style="list-style-type: none"> conveys some information/experiences in a fairly clear and organised way includes a little detail some use of a range of vocabulary demonstrates some awareness of the appropriate register for the task and audience demonstrates an inconsistent command of grammar an attempt at varying sentences
<p>Band 2</p> <p>3-4 marks</p>	<ul style="list-style-type: none"> attempts to convey some facts/a few experiences includes some scant details a limited range of vocabulary demonstrates a limited awareness of audience demonstrates a limited command of grammar demonstrates a limited range of sentences
<p>Band 1</p> <p>1-2 marks</p>	<ul style="list-style-type: none"> presents some relevant content demonstrates a very limited range of vocabulary demonstrates a very limited awareness of audience demonstrates a very limited command of grammar demonstrates a very limited range of sentences
<p>0 marks</p>	<p>Nothing worthy of credit</p>

	Task 2 – Response to and interaction with a Welsh television programme or film (10 marks)
Band 5 9-10 marks	<ul style="list-style-type: none"> conveys detailed information about the content of the programme/film discusses some techniques with some detail clearly expresses an opinion about the programme/film responds appropriately to contributions by others uses a good range of vocabulary fairly correctly uses appropriate language and register for the task and audience generally demonstrates a fairly consistent command of grammar uses a range of sentences
Band 4 7-8 marks	<ul style="list-style-type: none"> conveys quite detailed information about the content of the programme/film discusses some filming techniques expresses an opinion about the programme/film fairly clearly generally responds appropriately to contributions by others uses a range of vocabulary an attempt at using language and register for the task and audience generally demonstrates a fairly consistent command of elementary grammar varies sentences to a degree
Band 3 5-6 marks	<ul style="list-style-type: none"> conveys some information about the content of the programme/film discusses a few filming techniques demonstrates some personal response to the programme/film attempts to interact with others by demonstrating an understanding of their contributions some use of a range of vocabulary demonstrates some awareness of the appropriate register for the task and audience demonstrates an inconsistent command of grammar an attempt at varying sentences
Band 2 3-4 marks	<ul style="list-style-type: none"> attempts to convey some information about the content of the programme/film attempts to talk about a few filming techniques attempts to demonstrate some personal response interacts with others from time to time a limited range of vocabulary demonstrates a limited awareness of audience demonstrates a limited command of grammar demonstrates a limited range of sentences
Band 1 1-2 marks	<ul style="list-style-type: none"> presents some relevant content occasionally responds to others demonstrates a very limited range of vocabulary demonstrates a very limited awareness of audience demonstrates a very limited command of grammar demonstrates a very limited range of sentences
0 marks	Nothing worthy of credit