



Tystysgrif Uwch mewn Cymraeg Ail Iaith: Defnyddio'r Gymraeg

EXAMPLE SPEAKING TEST

Full details about how the Speaking Test is assessed can be found in the specification and example papers which are on the WJEC website.

These videos are not live tests, but are tests specifically recorded to be shown to tutors and future candidates. The questions are taken from the Speaking Test in the example paper.

Content of test

The test consists of 4 parts, and lasts for approximately 25-30 minutes.

Every candidate will have a test and each part of the test is recorded and assessed externally.

The candidate has 50 minutes preparation time. He/She can write notes on the candidate's sheet and take the sheet into the interview itself. However, candidates should not attempt to script full answers.

- Part 1: Article. Here, the interlocutor asks the candidate questions to test comprehension of the article. Accuracy and fluency are assessed, as well as the candidate's ability to show comprehension of 5 key points.
- Part 2: Autobiographical text. The interlocutor will have received the candidate's text before hand (via the examination centre). The text should not be more than 300 words and is not itself assessed. The interlocutor asks 5 questions and some follow-up questions based on this text. The accuracy of the responses is assessed as well as the candidate's ability to use a wide range of patterns and appropriate vocabulary.
- Part 3: Topic of contention. The interlocutor and the candidate will discuss the topic chosen by the candidate (there is a choice of 2 on the candidate's sheet). The accuracy of the candidate's language is assessed, as well as his/her ability to interact with the interlocutor, ask questions and talk about different sides to an argument.
- Part 4: Talking from experience. Here, the candidates has to choose one of two topics and talk about them, using all the prompts. There are 5 prompts under each topic, and the candidate's ability to respond to each is assessed. As well as this, the candidate's ability to speak accurately and extend answers is assessed in this section. The interlocutor will not interrupt, only to ask if the candidate wishes to add anything.

The external assessors will also give a global impression mark, based on the whole test. Each test is marked independently by two external markers.

At the start of the test, the interlocutor will welcome the candidate to the interview room and start recording, noting the candidate's name and exam number. The candidate and the interlocutor are expected to speak only in Welsh during the test.

Part 1

The questions on the candidate's sheet and possible answers are given in the mark scheme:

1. Beth ydy'r peryglon mae'r erthygl yn sôn amdany'n nhw?
Dylai ateb yr ymgeisydd gyfeirio at:
Yr anafiadau sy'n digwydd i gefn chwaraewyr rygbi wrth chwarae'r gêm.
2. Beth mae'r erthygl yn ei ddweud am rygbi merched?
Dylai ateb yr ymgeisydd gyfeirio at:
Yr awgrym fod gêm rygbi merched yn fwy call ac yn fwy diogel,
ac y gallai gêm y merched ddysgu gwersi i gêm y dynion.
3. Tua faint o bobl sy'n cael eu hanafu, yn ôl yr erthygl?
Dylai ateb yr ymgeisydd gyfeirio at:
Y ffaith mai argraff yr awdur sy'n cael ei disgrifio; ei argraff/ei hargraff yw
bod nifer yr anafiadau wedi codi, ond does dim ffigurau i gadarnhau hynny.
4. Pa reswm posibl dros hynny mae'r erthygl yn ei gynnig?
Dylai ateb yr ymgeisydd gyfeirio at:
Mae'n dweud bod yr anafiadau wedi cynyddu achos bod chwaraewyr rygbi yn fwy o faint /
yn fwy cyhyrog nag yn y gorffennol, achos eu bod nhw'n treulio llawer o amser yn codi
pwysau.
5. Beth ydy'r ateb i'r broblem, yn ôl yr erthygl?
Dylai ateb yr ymgeisydd gyfeirio at:
Yr awgrym fod angen edrych eto ar reolau'r gêm, yn arbennig yn y sgrym/sgarmes.

Part 2

The interlocutor bases the questions on the autobiographical text sent by the candidate.

Part 3

The topics for the candidate were either:

- (i) Mae bywyd yn llawer gwell yng nghefn gwlad; or
- (ii) Does dim gwleidyddion da ar ôl.

Part 4

These were the topics given to the candidate:

Either:

- i. Disgrifiwch yr athro/athrawes a gafodd y dylanwad mwyaf arnoch chi.
Soniwch am:

- beth roedd yr athro/athrawes yn ei ddysgu
- beth oedd yn gwneud yr athro/athrawes yma'n wahanol i'r athrawon eraill
- sut basai eich bywyd chi'n wahanol heb ddylanwad yr athro/athrawes yma
- sut roedd myfyrwyr eraill yn ymateb i'r athro/athrawes yma
- beth yw hanes yr athro/athrawes erbyn heddiw

or:

ii. Disgrifiwch eich swydd gyntaf erioed.

Soniwch am:

- beth oedd y swydd
- pam ceisioch chi am y swydd yma
- beth dych chi'n ei gofio am y cyfweiliad
- eich diwrnod cyntaf yn y swydd
- beth fasech chi wedi'i wneud yn wahanol

Example 1 – Sheridan and Aled

Commentary

Part 1

He succeeds in answering the questions appropriately and fully, although he had already answered question 3 when expanding on question 1 (that there had been an increase in the number of injuries). He makes an effort to express the answers in his own words each time. He speaks with accuracy most of the time, and expresses himself without too much hesitation.

Part 2

Again, he speaks accurately on the whole (although there are a number of mutation errors), and uses a variety of patterns and vocabulary suitable for the level. He has enough vocabulary to answer challenging questions, and responds to follow-up questions well. Notice that the interlocutor asks for advantages and disadvantages – the interlocutor should ask for more than one point of view in order to give the candidate more opportunities.

Part 3

The candidate tends to refer to his own experiences and likes, and is less confident when discussing the advantages on an abstract level. He speaks accurately on the whole and can weigh different arguments well. He tends to respond to the interlocutor's questions rather than interact and ask questions.

Part 4

The candidate does very well in expanding responses, and speaks coherently, although is somewhat hesitant in expressing himself. Again, he speaks with accuracy on the whole. He answers most of the prompts, but avoids the last one (Beth fasech chi wedi'i wneud yn wahanol?).

The global impression mark would be very good; he is a fluent speaker.

This candidate would get a mark in the high 'Llwyddo' category in a live Speaking test.

Example 2 – Anna and Shân

Commentary

Part 1

The candidate answers all questions fully, although does not refer to the rules of the scrum in the last response. Although she starts hesitantly, she gains confidence quickly and answers the questions fully in her own words. She manages indirect speech with ease, e.g. Yn ôl yr erthygl, mae'n dweud... Mae'r awdur yn credu bod... etc. She consistently speaks with a high degree of accuracy, expressing herself very fluently. She self-corrects as well, which is a trait seen in high achieving candidates.

Part 2

She becomes more confident when talking about her life experiences, and discusses quite complex matters spontaneously. She uses a wide range of patterns and vocabulary which are under full control. The last question asks for the best and worst aspects of her experience in learning Welsh; she is confident enough to say that she can not think of negatives to talk about, thus answering the question fully.

Part 3

The candidate excels in this part, discussing a difficult topic and interacting intelligently with the interlocutor. She doesn't manage to *ask* questions to the interlocutor, but she responds with ease to varied and challenging questions. She speaks with a consistently high degree of accuracy and weighs different viewpoints with ease.

Part 4

She consistently speaks with accuracy, expanding her responses in a coherent way with ease. She answers all the prompts, without going through them as an unconnected list of points.

This candidate would get a very high global impression mark, as she has discussed complex and abstract topics with ease.

This candidate would get a high mark, well into the 'Rhagoriaeth' category in a live Speaking test.

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Summary

Both candidates would have passed easily if this were a live test. The criteria vary in the different sections and the interlocutor's rôle varies as well. The normal pass mark is 60% of the total, and the borderline for Rhagoriaeth is normally 80%.