



**Revised September 2011**  
**GCSE**  
**Specification**  
**for teaching from 2010**

Welsh  
Second Language



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## **WJEC GCSE in Welsh Second Language (Full and Short Course)**

### **For teaching from 2010**

**Short Course for award from 2011**

**Full Course for award from 2012**



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## Welsh Second Language

### SUMMARY OF ASSESSMENT

**Short Course candidates are required to attain Units 1 & 2.**

**Full Course candidates are required to attain Units 1, 2, 3 & 4.**

<b>UNIT 1 Written Paper: 1 hour (25%) (100 marks) Higher and Foundation Tier (UMS: 50)</b>
4 questions – 2 writing (10%) 2 reading (15%)
<b>UNIT 2 Controlled Assessment (25%) (Untiered) (100 marks) (UMS: 50)</b>
Speaking 20% Task 1 – Individual presentation (10%) Task 2 – Situation Conversation (10%) – Pair/group work  Writing – (5%) Writing work based on the situation conversation.
<b>UNIT 3 Oral Examination: 10 minutes (25%) (50 marks) Higher &amp; Foundation Tier (UMS: 50) [FULL COURSE ONLY]</b>
Speaking 20% Pair/ group oral examination. Reading 5% Discussion of reading materials as stimulus for oral examination.
<b>UNIT 4 Written Paper: 1 hour (25%) (100 marks) Higher and Foundation Tier (UMS:50) [FULL COURSE ONLY]</b>
4 questions – 2 writing (15%) 2 reading (10%)

### AVAILABILITY OF ASSESSMENT

	Entry Code		June 2011	June 2012 and each year thereafter
	Subject	Option		
Unit 1	4551	01 (F)	✓	✓
	4551	02 (H)		
Unit 2	4552		✓	✓
Unit 3	4553	01 (F)		✓
	4553	02 (H)		
Unit 4	4554	01 (F)		✓
	4554	02 (H)		
Subject Award: Full Course	4550			✓
Subject Award: Short Course	4559		✓	✓

Qualification Accreditation Number of Short Course: 500/7408/08  
Qualification Accreditation Number of Full Course: 500/7404/0

# WELSH SECOND LANGUAGE – FULL & SHORT COURSE

## 1

### INTRODUCTION

#### 1.1 Rationale

These specifications provide experiences which give all candidates the opportunity to reach their full potential in Welsh in line with their needs and abilities. The aim is to ensure that candidates are aware of the use made of Welsh in modern Wales by nurturing a positive attitude towards the Welsh language and culture. Candidates' skills are developed to make use of the language for effective and appropriate communication in their everyday lives and/or in occupational situations.

#### 1.2 Learning Objectives and Outcomes

Studying the GCSE Welsh Second Language Course should encourage candidates to:

- develop their interest in Welsh and enthusiasm for the language. They should be inspired, stimulated and changed through the study of a broad, coherent, satisfying and rewarding course.
- develop their confidence when communicating effectively in Welsh
- develop essential skills while undertaking practical tasks which fulfil the needs of candidates, employers and further education
- develop the skills of candidates to make practical use of the language in order to communicate effectively, usefully and appropriately in the bilingual society of the 21st century
- develop the necessary knowledge, understanding and skills for further study, including the study of Welsh Second Language at Level 3 of the qualification framework.

#### 1.3 Prior Learning and Progression

Although there is no specific requirement for prior learning, these specifications build upon the Study Programmes for Welsh Second Language in Key Stage 1-3.

These specifications are mainly geared towards candidates who have attained most of the Level 3 National Curriculum achievement targets for Key Stage 3.

Any candidates may study these specifications, regardless of their ethnic, religious or cultural background.

For most candidates, these specifications build upon the Study Programmes for Welsh Second Language in Key Stage 1-3, and the skills, knowledge and understanding required for Key Stage 3. The examinations will provide a sound foundation for candidates who wish to pursue further studies in Welsh by means of AS/A Level Certificate courses in Welsh Second Language or the AS Certificate in Applied Welsh Second Language. These specifications also provide work opportunities and further learning opportunities in employment.

#### **1.4 Equality and Fair Assessment**

GCSEs often require assessment of a broad range of competences. This is because they are general qualifications and, as such, prepare candidates for a wide range of occupations and higher level courses.

The GCSE qualification and subject criteria were reviewed to identify whether any of the competences required by the subject presented a potential barrier to any disabled candidates. If this was the case, the situation was reviewed again to ensure that such competences were included only when essential to the subject. The findings of this process were discussed with disability groups and disabled people.

Reasonable adjustments are made for disabled candidates in order to enable them to access the assessment. For this reason, very few candidates will have a complete barrier to any part of the assessment. Information on reasonable adjustments is found in the Joint Council for Qualifications document *Regulations and Guidance Relating to Candidates who are eligible for Adjustments in Examinations*. This document is available on the JCQ website ([www.jcq.org.uk](http://www.jcq.org.uk)) or in Welsh on the WJEC website ([www.cbac.co.uk](http://www.cbac.co.uk)).

Candidates who are still unable to access a significant part of the assessment, even after exploring all possibilities through reasonable adjustments, may still be able to receive an award. They would be given a grade on the parts of the assessment they have taken and there would be an indication on their certificate that not all of the competencies have been addressed. This will be continuously considered and may be changed in future.

### **1.5 Overlap and Restrictions on Candidate Entry**

These examinations are available for candidates who have undertaken the Welsh Second Language Study Programme at Key Stage 3. These examinations are also available for candidates who began to study Welsh after Key Stage 3. These examinations are not available for candidates who have studied the Welsh First Language Study Programme throughout Key Stage 3.

### **1.6 Classification Codes**

Every specification is assigned a national classification code indicating the subject area to which it belongs. The classification code for this specification is 4550.

Centres should be aware that candidates who enter for more than one GCSE qualification with the same classification code will have only one grade (the highest) counted for the purpose of the School and College Performance Tables.

Centres may wish to advise candidates that, if they take two specifications with the same specification code, schools and colleges are very likely to take the view that they have achieved only one of the two GCSEs. The same view may be taken if candidates take two GCSE specifications that have different classification codes but have significant overlap of content. Candidates who have any doubts about their subject combinations should contact the institution to which they wish to progress before embarking on their programmes.

## 2

**CONTENT****Short Course Candidates**

Candidates are required to study Context A for Units 1 & 2.

**Full Course Candidates**

Candidates are required to study Context A for Units 1 & 2 and Context B for Units 3 & 4.

CONTEXT A
Holidays
Sports
Fashion/shopping
Welsh Celebrities
The Cinema/Film
Pop music
Charity/ part-time work
An area
Welsh Culture
Wales
Myself
Special events

CONTEXT B
Leisure Time
Alcohol, drugs and smoking
The environment
Keeping fit and healthy
Family and friends
The home
The weekend
The media
Technology
Celebrations
School experiences

## 3

**ASSESSMENT****3.1 Scheme of Assessment**

Assessment for GCSE Welsh Second Language is tiered, i.e. externally assessed components/units are targeted at the grade ranges of A\*-D (Higher Tier) ac C-G (Foundation Tier), while controlled assessments provide for the full ability range. Questions and tasks will be designed to enable candidates to demonstrate what they know, understand and can do.

A candidate may enter for one tier only in any series of examinations:

<b>Tier</b>	<b>Grades Available</b>
Higher	A*, A, B, C, D
Foundation	C, D, E, F, G

Candidates who narrowly fail to achieve Grade D on the Higher Tier will be awarded Grade E.

Candidates may change their tier if re-sitting any externally assessed units.

The scheme of assessment will consist of:

### **External Assessment – Final Assessment (75%) Speaking, Reading and Writing**

The Unit 1 examination will be based on Context A and Units 3 & 4 will be based on Context B. Separate papers will be set for Foundation Tier and Higher Tier candidates.

Short Course candidates are required to attain Unit 1 only.

Full Course candidates are required to attain Units 1, 3 & 4

<b>UNIT 1</b> <b>Reading and writing examination (25%)(1 hour)</b> <b>Reading 15%</b> <b>Writing 10%</b>	2 questions 2 questions
<b>UNIT 3</b> <b>Oral examination</b> <b>Oracy (20%) Reading (5%)</b>  <b>Oracy (20%)</b> <b>Foundation Tier</b>  <b>Higher Tier</b>  <b>Reading 5%</b> (oral task stimulus)	1 pair/group task  Pair Work, 4 – 5 minutes Group Work, 6 – 7 minutes  Pair Work, 6 – 7 minutes Group Work, 8 – 10 minutes
<b>UNIT 4</b> <b>Reading and writing exam. (25%) (1 hour)</b>  <b>Reading 10%</b> <b>Writing 15%</b>	2 questions 2 questions



## UNITS 1 & 4

### Written Examination – Reading and Writing

Unit 1 – 1 hour (25%)

Unit 4 – 1 hour (25%) [Full Course only.]

The Reading and Writing papers will include 1 question which overlaps both tiers.

The use of dictionaries is prohibited in this examination.

Two examination papers will be set for Units 1 & 4: foundation tier for grades C – G and higher tier for grades A\* - D. All work will be externally assessed.

### Reading (25%)

Candidates are expected to show that they are able to understand the content of different types of texts and select relevant material for specific purposes. **2** reading questions will be set with one shared overlap question for both tiers.

**The language used by candidates in their responses to the reading task will be assessed.** 20% of the response to reading marks will be awarded for the quality of the candidates' language.

During the course, candidates should be given opportunities to read and respond to a range of different materials including some authentic materials, such as:

- letters
- e-mail messages
- memoranda
- information books
- a story/novel for Welsh learners
- poems
- forms
- minutes
- narratives
- notes
- diagrams
- instructions
- reports

### Writing (25%)

Candidates are expected to show that they are able to write in a variety of formats and for different purposes. **2** writing questions will be set with one shared overlap question for both tiers.

Candidates are expected to show that they can write effectively in Welsh, using a range of vocabulary and linguistic patterns which are appropriate for the purpose and audience. **Half of the marks will be awarded for content and the other half for the quality of the candidate's language and expression.**

Throughout the course, candidates should be given opportunities to express personal and imaginative experiences, to present information and produce various reports and factual texts, to express an opinion and produce written work of a formal and informal nature. Candidates should be given opportunities to write in different formats, such as:

- statements
- forms
- personal letters
- formal letters
- letters of complaint/expressing an opinion
- messages
- e-mail messages
- memoranda
- portraits
- reports
- anecdotes
- articles
- reviews
- instructions
- creative writing, for instance a story.

### **UNIT 3: ORAL EXAMINATION [Full Course only.]**

#### **Oracy (20%) Reading (5%)**

Candidates should have been given plenty of opportunities during the two years prior to the examination to practise their oral skills in groups. All opportunities should be used to present and exchange information, to listen and respond to contributions made by others, to express an opinion on various topics using corroborative evidence/reasons, and to agree and disagree and collaborate in groups with others in order to enrich the pupils' experiences, develop their oral skills and prepare them for the external examination.

In the oral examination, pupils are required to demonstrate that they can participate in group discussions by:

- presenting and exchanging information
- listening and responding to contributions made by others
- expressing an opinion on various subjects using corroborative evidence/reasons
- agreeing and disagreeing
- working with others.

Candidates are also expected to respond to stimulus reading extracts.

The use of dictionaries is prohibited.

### **Assessment**

**Candidates' language and expression will be assessed in the oral and reading task. Half of the marks will be awarded for the content of their contributions with the other half for language and expression.**

**Candidates' language and expression will be assessed in the reading task.** 20% of the response to reading marks will be awarded for the quality of the candidates' language.

Full details of the oral examination including dates, recommendations regarding the preparation of candidates, procedures for the examination day, recording, moderating a sample of groups and assessing are provided in the *Arholiadau Llafar Cymraeg* booklet which is published annually.

**Administration of the oral and reading examinations.**

- Candidates are assessed by means of a formal examination, **usually** held after Easter.
- Two specific dates are allocated for the oral examinations.
- The tasks are set externally by WJEC. The oral examination papers arrive at the centres in sufficient time to administer the examination on the specified dates. The pair/group task provides an opportunity for candidates to present and exchange information and to express and corroborate an opinion.
- The use of dictionaries is prohibited in the external oral assessment.
- Candidates are allowed 10 minutes to study and discuss one of the texts in pairs or in groups of three. During the preparation time, candidates may write notes, but the use of dictionaries and any other books is not allowed.
- Each candidate must be assessed, and based on the teachers' knowledge of candidates, groups must be formed of no more than 3 candidates. Teachers should ensure, to the best of their ability, that members of the pair/group, if not representing exactly the same marks, at least represent the same grade.

A choice of speaking stimuli will be available for this examination. A choice of three tasks is given to the Foundation Tier and another three for the Higher Tier. Different examination papers will be provided for both days.

Foundation and Higher Tier candidates will be required to discuss a subject using a series of stimulating questions as well as responding to reading texts. The most suitable stimuli and task should be chosen for each pair/group before beginning the examination, and approximately 10 minutes should be given to each pair/group to prepare (i.e. the time it takes for the previous pair/group to complete their task).

Task	Task duration
<b>Foundation Tier</b> Oral – Pair <b>or</b> Oral - Group	4 – 5 minutes  6 – 7 minutes
<b>Higher Tier</b> Oral – Pair <b>or</b> Oral – Group	6 – 7 minutes  8 – 10 minutes

- The examiner should begin the group/pair examination by stating the centre name and number and by asking the candidates to introduce themselves.
- Candidates should be asked to discuss the topic provided for the pair/group task, giving their personal opinion. They should be allowed to do so relatively independently, although examiners may occasionally intervene to move the discussion forward. (Vide The Role of the Examiner).
- On the examination day, a mark out of **35 (Foundation Tier)** and **50 (Higher Tier)** must be noted for each candidate.
- Examiners should ensure that the centre name and number, as well as the candidates' names and marks, are clearly recorded on the tape.

## The Role of the Examiner (teacher)

During the **pair/group task**, the examiner (teacher) **should give the pair/group an opportunity to have a relatively independent discussion**. If necessary, the examiner should:

- stimulate discussion;
- promote a change of direction for the discussion;
- ask a candidate to provide evidence to confirm ideas or develop an argument;
- ensure that each candidate has an opportunity to respond.

## Standardization

- During the examination period, each centre will be asked to record the examinations of all pairs/groups and to mark the work and standardize the school's marks before sending a sample to a moderator appointed by WJEC.
- The sample must include an example of groups working on all grades (A\* - G) which is representative of all teaching groups. Whenever this is not possible, a minimum of **5 pairs/groups** representing different grades across every teaching group in the year will be required.
- The marks given to each candidate included in the sample must be written on the appropriate mark sheets.

## Mark entry

- The marks of all candidates will be entered on "C" computer forms which are usually completed at the end of April/beginning of May.

## UNIT 2

### Controlled Assessment (25%)

#### Oracy and Writing

##### Oracy (20%)

##### Writing (5%)

Short and Long Course candidates are required to attain Unit 2.

<p><b>Oracy (20%)</b> <b>Writing (5%)</b></p> <p><b>Oracy 20%</b> <b>Task 1 – individual presentation (10%)</b> <b>Task 2 – situation conversation (10%) – Pair/group task</b> <b>The task will be administered by the teacher, and a sample will be sent to WJEC for moderation.</b></p> <p><b>Writing 5%</b> (work based on the situation conversation). <b>Candidates must complete the controlled writing task in the classroom within 1 hour. A task from the task bank provided by WJEC may be used, or teachers may adapt the task.</b></p>	<p>2 tasks Task duration: 2 – 5 minutes Task duration: Pair work. 4 – 7 minutes Group work. 6 – 10 minutes</p> <p>1 task Length of task: 100 – 250 words</p>
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**Speaking**

Task 1: individual presentation

Candidates are required to present information on a topic arising from Context A.

For example: a favourite game/sport/player, sports, the development of a particular sport/the history of a particular team.

Task 2: situation conversation

Candidates are required to deal with a situation from Context A in pairs or a group of three.

Candidates are not allowed to discuss the same theme in tasks 1 and 2.

Candidates may resit Unit 2, but must discuss different contexts in both tasks to those previously discussed.

**Writing**

Candidates are required to write about a topic arising from the situation conversation.

**3.2 Assessment Objectives**

Candidates are required to show that they are able to:

**AO1 use language in various and realistic situations; deal with a range of constructions for oral communication and respond to various stimuli and situations as individuals and members of a group, using an appropriate register and with attention to linguistic standards and fluency;**

**AO2 read and understand a variety of appropriate materials; select relevant material for specific purposes and convey the meaning of texts to others; respond to reading materials, express an opinion on their content supported by reference to the text;**

**AO3 write using a variety of formats and for different purposes; candidates should demonstrate their ability to make effective use of a range of vocabulary, sentence structures and phrases and to choose an appropriate style; they should demonstrate an increasing command of paragraph, syntax, spelling and punctuation.**

The weighting of assessment objectives in examination components is as follows:

	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>	<b>Total</b>
<b>Oral Examination</b>	<b>20</b>	<b>5</b>		<b>25</b>
<b>Written Paper</b>		<b>25</b>	<b>25</b>	<b>50</b>
<b>Controlled Assessment</b>	<b>20</b>		<b>5</b>	<b>25</b>
<b>Total Weighting</b>	<b>40%</b>	<b>30%</b>	<b>30%</b>	<b>100%</b>

### **3.3 Quality of Written Communication**

In those components which require extended writing, candidates are assessed on the quality of their written communication as part of that component's general assessment.

The marking schemes for these components include the following specific criteria for the assessment of written communication:

- readability of text; accuracy of spelling, punctuation and grammar; clarity of meaning;
- selecting a writing format and style which is appropriate to the purpose and complexity of the material;
- clear and coherent organisation of information; use of specialized vocabulary where appropriate.

## 4

**AWARDING, REPORTING AND RE-SITTING**

GCSE qualifications are reported on an eight point scale from A\* to G, where A\* is the highest grade. The attainment of pupils who do not succeed in reaching the lowest possible standard to achieve a grade is recorded as U (unclassified) and they do not receive a certificate.

This is a unitised specification which allows for an element of staged assessment. Units may be re-taken once only (with the better result counting) before aggregation for the subject award.

Results for a unit have a shelf-life limited only by the shelf-life of the specification. A candidate may retake the whole qualification more than once.

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

<b>Grade</b>	<b>Higher</b>	<b>A*</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>G</b>
Unit 1	50	45	40	35	30	25	20	15	10
Unit 2	50	45	40	35	30	25	20	15	10
Unit 3	50	45	40	35	30	25	20	15	10
Unit 4	50	45	40	35	30	25	20	15	10
Subject Award	200	180	160	140	120	100	80	60	40

# 5

## ADMINISTRATION OF CONTROLLED ASSESSMENT

Candidates are expected to spend 18 hours preparing for the assessments. This does not include teaching and learning time. Candidates may use various sources such as text books, dictionaries, newspapers, reference books and IT resources during the preparation work. Before undertaking the tasks, teachers should confer with candidates and offer advice on research methods and using suitable language.

Regulations for controlled assessment are defined for the three stages of the assessment:

- **Task setting**
- **Task taking**
- **Task marking**

For each stage the regulatory authorities have specified a certain level of control to ensure authenticity and reliability.

The controlled assessment is untiered.

### Oracy

#### Task setting

Medium control.

There is a medium level of control in order to give teachers the freedom and flexibility to devise tasks to suit their students' interests. WJEC will provide a bank of exemplar tasks (examples may be seen in the specimen assessment booklets) which will be changed every two years. Tasks set by centres or adapted from the book of exemplar tasks should be changed every two years and must be sent to WJEC before being used.

#### Task taking

Medium control.

Examples may be seen in the specimen assessment booklets.

#### Task 1

The individual presentation should provide evidence of the candidate's research work. Candidates are permitted to use brief notes (no more than 30 words in bullet point form) which should be retained by the teacher after the presentation.

Programs such as Powerpoint may be used to deliver the presentation. But no more than 30 words in bullet point form are allowed for the overall presentation.

Task duration: 2 – 5 minutes

#### Task 2

Candidates may have sight of the Situation Conversation task four weeks prior to the test, and during the preparation period, the teacher may confer with candidates and offer advice. Candidates are permitted to use brief notes (no more than 30 words in bullet point form) which should be retained by the teacher after the test.



Task duration:

Pair work: 4 – 7 minutes

Group work: 6 – 10 minutes

During the individual presentation and situation conversation, candidates are not allowed access to dictionaries.

### **Task marking**

Medium control.

Teachers will mark the oral tasks in line with the marking schemes provided in the exemplar materials.

Oral task assessors should ensure that half the marks are awarded for the quality of the candidate's language and expression, with the other half for content. The assessment of language and expression should focus on linguistic accuracy as stipulated in the Language Appendix on page 23 of this specification.

Teachers are required to record the mark for quality of language and expression and the mark for content (as well as the final mark) when submitting samples for standardisation purposes.

Internal standardisation must be carried out thoroughly. Centres must standardise assessments across different teachers and teaching groups.

Candidates will be recorded and a sample (based on numbers in the group and following WJEC guidelines for all subjects) will be sent in May to WJEC for moderation. The sample submitted should also include the brief notes made in bullet point form. If candidates have used Powerpoint, the presentation should be sent to WJEC.

Further guidelines will be provided to teachers or individual centres if a moderator is not satisfied that a centre has met the requirements of WJEC. Should a significant problem arise, WJEC will require a further sample recording and/or will arrange for an external examiner to visit the centre to assess candidates. If necessary, arrangements will be made to monitor the centre's working and standardisation processes for as long as deemed necessary.

## **Writing**

### **Task setting**

Medium control.

Candidates are required to produce 1 piece of written work based on the work carried out for the situation conversation.

Task length: Between 100 – 250 words

There is a medium level of control in order to give teachers the freedom and flexibility to devise tasks to suit their students' interests. WJEC will provide a bank of exemplar tasks (examples may be seen in the specimen assessment booklets) which will be changed every two years. Tasks set by centres or adapted from the bank of exemplar tasks should be changed every two years and must be sent to WJEC before being used.

**Task taking**

High control.

Examples may be seen in the specimen assessment booklets.

Candidates may have sight of the task four weeks prior to the test, at the same time as the situation conversation. During the preparation period, the teacher may confer with candidates and offer advice.

Candidates are permitted to use dictionaries or appropriate material such as bullet points which include statistics, facts, examples and relevant quotations (no more than 40 words) for the written task. These materials should be sent to WJEC with the written work.

Candidates may use IT to complete the work but teachers must ensure that there is no access to spell checks.

Candidates may not confer with each other.

**1 hour** will be allowed for the completion of all tasks. Candidates may proof-read and check their written work before it is submitted, but teachers are strictly prohibited from marking the work. Candidate should not re-draft or re-write their work anew.

More time will be allocated for candidates with special needs.

Candidates are strictly prohibited from re-drafting or re-writing the task.

Teachers should avoid setting the same tasks for students across the whole ability range unless they are suited to all. It would be preferable to set tasks which are tailored for each group or individual.

**Marking the task**

Medium control.

Teachers will mark the written task in line with the marking schemes provided in the exemplar materials. Written task assessors should ensure that half of the marks are awarded for the quality of the candidate's language and expression, with the other half for content.

The assessment of language and expression should focus on linguistic accuracy as stipulated in the Language Appendix on page 23 of this specification.

Teachers are required to record the mark for quality of language and expression and the mark for content (as well as the final mark) when submitting samples for standardisation purposes.

Internal standardisation must be carried out thoroughly. Centres must standardise assessments across different teachers and teaching groups.

A sample (based on numbers and following WJEC guidelines for all subjects) will be sent in May to WJEC for moderation. The sample submitted to the moderator should also include any appropriate material used by the candidates.

Further guidelines will be provided to teachers or individual centres if a moderator is not satisfied that a centre has met the requirements of WJEC. Should a significant problem arise, WJEC will ask for a sample.

### **Authentication of Controlled Assessments**

Candidates are required to sign that the work submitted is their own and teachers/assessors are required to confirm that the work assessed is solely that of the candidate concerned and was conducted under the required conditions. A copy of the identification form, which forms part of the cover sheet for each candidate's work will be provided by WJEC. It is important to note that **all** candidates are required to sign this form, and not merely those whose work forms part of the sample submitted to the moderator. Malpractice discovered prior to the candidate signing the declaration of authentication need not be reported to WJEC but must be dealt with according to the centre's internal procedures.

Before any work towards the Controlled Assessment is undertaken, the attention of candidates should be drawn to the relevant JCQ Notice to Candidates. This is available on the JCQ website ([www.jcq.org.uk](http://www.jcq.org.uk)) and included in *Instructions for Conducting Coursework/Portfolios*. More detailed guidance on the prevention of plagiarism is given in *Plagiarism in Examinations: Guidance for Teachers/Assessors* also available on the JCQ website.

## 6

**GRADE DESCRIPTIONS**

Grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades. The descriptions must be interpreted in relation to the content specified by the specification. They are not designed to define that content. The grade awarded will depend in practice upon the extent to which the candidates has met the assessment objectives overall. Shortcomings in some aspects of the candidates' performance in assessment may be balanced by better performance in others.

**F Grade**

Candidates are required to show an understanding of audiovisual stimuli in familiar situations; to begin to contribute more than one sentence at a time when speaking or conversing; to offer some simple reasons to corroborate their contributions; to speak coherently using some linguistic variety.

Candidates are required to show an understanding of the general meaning of appropriate texts; to provide simple responses to reading materials by selecting information for specific purposes.

Candidates are required to convey familiar experiences and factual information in a simple manner; to make use of a variety of simple phrases, sentences and vocabulary.

**C Grade**

Candidates are required to show an understanding of a range of spoken language, including simple and complex sentences in a range of contexts by responding to audiovisual stimuli; to converse and discuss in various situations and express their experiences in some detail; to express their opinions and make use of examples or evidence to corroborate their viewpoints; to speak confidently using an increasing variety of examples and sentence structures while demonstrating an awareness of linguistic accuracy.

Candidates are required to read and understand a selection of appropriate materials; to respond to various materials, corroborating their explanations with reference to the text; to select and apply relevant information from many sources in order to carry out specific tasks.

Candidates are required to convey familiar experiences and events in detail, and to produce legible well-organised work; to convey factual information in detail, in order to express an opinion and corroborate their viewpoints with reasons; to select relevant vocabulary and sentence patterns for various purposes and to demonstrate some awareness of accuracy.

**A Grade**

Candidates are required to demonstrate an increasing understanding of spoken language in a variety of formal and informal situations by summarizing key ideas and responding to audiovisual stimuli; to present information, discuss viewpoints, express an opinion, elaborate on reasons and respond to other ideas; to speak easily, with confidence and accuracy most of the time; to use an increasing variety of phrases and sentence patterns which demonstrate awareness of the need to vary their phraseology to suit the purpose and audience.

Candidates are required to read and understand a wide variety of appropriate materials, including some complex pieces; to respond to challenging material by corroborating their observations with reference to the text; to use their reading skills to select and apply information to carry out a range of tasks on topics within their range of experience.

Candidates are required to write a variety of personal and imaginative pieces effectively, by producing coherent and well-organised work; to convey information and express an opinion on relevant matters and corroborate their viewpoints with reasons and examples; to select suitable vocabulary and sentence patterns which demonstrate an increasing awareness of linguistic accuracy and register.

# 7

## THE WIDER CURRICULUM

### Key Skills

Key Skills are integral to the study of GCSE Welsh Second Language and may be assessed through the course content and the related scheme of assessment as defined in the specification. The following key skills can be developed through this specification at levels 1 and 2:

- Communication
- Problem Solving
- Information Technology and Communication
- Working with Others
- Improving Own Learning and Performance

Mapping of opportunities for the development of these skills against key skills evidence requirement is provided in 'Exemplification of Key Skills for Welsh Second Language', available on the WJEC website.

### Opportunities to use information technology

The GCSE in Welsh Second Language Specification provides opportunities for candidates to use technology when working and searching for information.

### Spiritual, Moral, Ethical, Social and Cultural Issues

In essence, GCSE in Welsh Second Language is a course which requires candidates to explore spiritual, moral, ethical, social and cultural issues when reading and writing and in oral discussions.

### Citizenship

The GCSE in Welsh Second Language specification provides opportunities for candidates to develop communication skills which will enable them to express and develop their viewpoints both orally and in writing, while encouraging them to consider other viewpoints in a critical and constructive manner. This ability to make measured and intelligent decisions is an essential skill in order to develop individual citizenship. Citizenship relates to the development of social and moral responsibility, participation in community activities and the development of political literacy. Welsh Second Language requires candidates to consider elements of citizenship by means of a critical and creative exploration of social themes such as discussing the environment and equal opportunities. Candidates are encouraged to show personal and group responsibility in terms of their attitudes towards themselves and others.

The oral examination includes group work and candidates are required to express an opinion on social themes. In addition, candidates are given opportunities to respond to social themes in preparation for the written examination.

## **Environmental Issues**

GCSE in Welsh Second Language provides opportunities for candidates to reflect upon environmental issues when reading and writing and in oral discussions.

## **Health and Safety Considerations**

Opportunities are provided to discuss health and safety in relation to the context 'Charity/part-time work.'

## **The European Dimension**

The GCSE in Welsh Second Language Specification, by means of the contexts given as teaching subjects, presents a work programme which provides opportunities to enhance candidates' awareness of the importance of Welsh, the oldest living language on the European Continent, in modern Wales and in the European literary tradition.

## 8

**LANGUAGE APPENDIX****Foundation Tier****Verbs**

All persons of the positive, negative and interrogative forms in the following tenses:

- Present (*rydw i*)
- Perfect (*rydw i wedi*)
- Perfect continuous (*rydw i wedi bod*)
- Imperfect (*roeddwn i*)
- Future (*bydda i*)
- Concise past tense: regular (*prynais i*) and irregular verbs – (*mynd, dod, cael, gwneud*)
- Conditional – 1st and 2nd person singular and plural (*hoffwn i, baset ti*)

Imperative: 2nd person singular and plural, recognition of –*a*/–*wch* endings (*cerdda, cerddwch*)

The most common interrogative forms: *Oes? Oedd? Ydy? Fydd?*

**Questions**

- *Ble?*
- *Pam?*
- *Pryd?*
- *Pwy?*
- *Beth?*
- *Pa?*
- *Sut?*
- *Sawl/Faint o?*
- *Faint o'r gloch?*
- *Ga i?*

**Pronouns** (all persons)

- Simple pronouns (*fi, ti*)
- Anterior pronouns (*fy, dy*)

**Adjectives**

- Usual position of adjectives
- Modification of adjectives (*iawn, rhy*)

**The article**

*y/yr/r*

**Conjunctions**

*a/ac, neu, ond, achos*



### **Prepositions** – awareness of their conjugation

- *Am*
- *Ar*
- *At*
- *Dan*
- *Yn*
- *I*
- *O*
- *Wrth*
- *Drwy*
- *Gyda*
- *Dros*
- *Heb*
- *Gan*

### **Nouns**

- Singular and plural forms (*merch, merched; bachgen, bechgyn*)
- Singular forms after numerals (*saith merch, tri bachgen*)

### **Time and dates**

- Time
- Days of the week
- Months of the year
- The seasons

### **Numerals and ordinals**

- Decimal method (*tri deg plentyn*)
- Traditional numeric method for time (11-25)

### **Adverbs**

- The most commonly used time adverbs (for example, *ddoe, heddiw, yfory*)

### **Greetings**

### **Idiomatic structures**

- |                   |             |                                             |
|-------------------|-------------|---------------------------------------------|
| • <i>gan/gyda</i> | for example | <i>Mae'n ddrwg gen i/Mae'n well gyda hi</i> |
| • <i>i</i>        |             | <i>Mae'n rhaid i fi</i>                     |
| • <i>ar</i>       |             | <i>Mae eisiau dillad newydd arno fe</i>     |

### **Mutations**

Awareness of mutated forms.

## Higher Tier

The grammatical structures listed for the Foundation Tier as well as the following.

### Verbs

All persons of the positive, interrogative and negative forms:

- conditional (*fasen nhw'n talu?*),
- pluperfect (*roeddwn i wedi*)
- pluperfect continuous (*roeddwn i wedi bod*)
- habitual (*Bydda i'n ... fel arfer/weithiau/yn rheolaidd*)

Affirmative forms, all persons

- imperfect subjunctive (*pe baswn i, pe baset ti* etc.)

Preposition after the infinitive (*edrych ar, siarad â* etc.)

### Questions

- *Ers pryd?*
- *P'un?*
- *Pa rai?*
- *Pa mor?*
- *Pwy biau?*
- *I ble?*
- *O ble?*

### Pronouns

- Demonstrative pronouns (*yma, yna, acw*)

### Adjectives

- Mutation after singular feminine noun
- Comparison of adjectives, but using only 'mor' in the equative degree (*mor ddiddorol, mwy diddorol, mwyaf diddorol*)

### Prepositions

- Conjugation of prepositions listed for the Foundation Tier
- Mutations after prepositions

### Nouns

- Noun gender

### **Numerals and ordinals**

- Feminine and masculine numerals (*tair merch, pedwar bachgen*)
- Numeral + year (*dwyllynedd, saith mlwydd oed*)
- Traditional numeric method for money and ages (11-21)
- Ordinals from 1-10

### **Commonly used idioms**

*mae'n debyg, erbyn hyn, gorau po gyntaf, o dro i dro* etc.

### **Clauses**

- nominal clauses with forms of '*bod*' (*fy mod i, dy fod di*)

### **Mutations**

Knowledge of mutations.