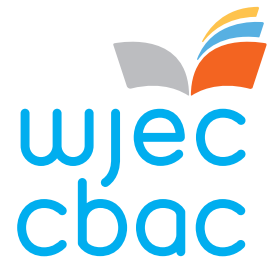


GCE AS/A LEVEL



# WJEC GCE AS/A LEVEL in WELSH (FIRST LANGUAGE)

ACCREDITED BY WELSH GOVERNMENT

## SPECIFICATION

Teaching from 2015

For award from 2016 (AS)  
For award from 2017 (A level)

Version 4 September 2022

This Welsh Government regulated qualification is not available to centres in England.



# SUMMARY OF AMENDMENTS

Version	Description	Page number
2	'Making entries' section has been amended to clarify resit rules and the carry forward of NEA marks.	17
3	We have amended section 3.2 to clarify the nature and volume of material which candidates are permitted to take into the task under special conditions (Task 2).	16
4	The information has been updated to clarify that from the summer 2023 exam series, a copy of the poems which are the focus of the Unit 3, Section B questions will be provided for use in the examination.	11



# WJEC GCE AS and A Level in WELSH (FIRST LANGUAGE)

For teaching from 2015

First AS Award: Summer 2016

First A Level Award: Summer 2017

This specification meets the GCE AS and A Level Qualification Principles which set out the requirements for all new or revised GCE specifications developed to be taught in Wales from September 2015.

	Page
Summary of assessment	2
1. Introduction	5
1.1 Aims and objectives	5
1.2 Prior learning and progression	5
1.3 Equality and fair assessment	6
1.4 Welsh Baccalaureate	6
2. Subject content	7
2.1 AS Units	8
2.2 A2 Units	11
3. Assessment	15
3.1 Assessment objectives and weightings	15
3.2 Arrangements for non-examination assessment	16
4. Technical information	17
4.1 Making entries	17
4.2 Grading, awarding and reporting	17
Appendix A	
Unit 2 Assessment Grid	19

# GCE AS and A LEVEL WELSH (FIRST LANGUAGE) SUMMARY OF ASSESSMENT

This specification is divided into a total of 6 units – 3 AS units and 3 A2 units. Weightings noted below are expressed in terms of the full A Level qualification.

## AS (3 units)

<b>AS Unit 1</b> Oral Examination: approximately 45 minutes per group The Film, The Play and Oracy 15% of the qualification	<b>60 marks</b>
Section A: Film Discussion Section B: Play Discussion	
<b>AS Unit 2</b> Non-examination Assessment 10% of the qualification	<b>40 marks</b>
<b>Section A:</b> Write an extended piece in one of the specified formats <b>Section B:</b> An essay or written speech, suitable for delivery, presenting an opinion or viewpoint	
<b>AS Unit 3</b> Written Paper: 2 hours The Use of Language, and Poetry 15% of the qualification	<b>65 marks</b>
<b>Section A:</b> A composite question which includes different types of linguistic exercises <b>Section B:</b> An essay question on twentieth and twenty-first century poetry	

## A Level (the above plus three additional units)

<b>A2 Unit 4</b> Oral Examination: approximately 45 minutes per group The Novel and Oracy 20% of the qualification	<b>60 marks</b>
Discuss a novel and establish links with other relevant texts Synoptic Assessment	
<b>A2 Unit 5</b> Written Paper: 2 hours Medieval Prose and Early and Medieval Poetry 20% of the qualification	<b>90 marks</b>
<b>Section A: Rhyddiaith yr Oesoedd Canol</b> Structured questions on the prescribed text <b>Section B: Yr Hengerdd a'r Cywyddau</b> Structured questions on the prescribed text Synoptic Assessment	
<b>A2 Unit 6</b> Written Paper: 2 hours Appreciation of Literature and Welsh Language in Context 20% of the qualification	<b>80 marks</b>
<b>Section A:</b> Appreciation of prose or poetry not previously studied and making connections with other relevant texts in an essay <b>Section B:</b> Welsh Language in context Write a piece in a specific format, demonstrating an awareness of the register and the audience appropriate to the task. Synoptic Assessment	

This is a unitised specification which allows for an element of staged assessment. Assessment opportunities will be available in the summer assessment period each year, until the end of the life of this specification.

Unit 1, Unit 2 and Unit 3 will be available in 2016 (and each year thereafter) and the AS qualification will be awarded for the first time in summer 2016.

Unit 4, Unit 5 and Unit 6 will be available in 2017 (and each year thereafter) and the A Level qualification will be awarded for the first time in summer 2017.

**Qualification Number**  
listed on [The Register](#):  
GCE AS: 601/5403/2  
GCE A level: 601/5392/1

**Qualifications Wales Approval**  
Number listed on [QiW](#):  
GCE AS: C00/0723/5  
GCE A level: C00/0722/9



# GCE AS and A LEVEL WELSH (FIRST LANGUAGE)

## 1 INTRODUCTION

### 1.1 Aims and Objectives

The AS and A Level in Welsh (First Language) encourage learners to:

- study Welsh with interest, enjoyment and enthusiasm
- communicate correctly and fluently both orally and in writing within a whole range of situations and contexts
- write creatively and factually for a range of purposes
- analyse familiar and unfamiliar texts independently
- listen and respond to the opinions of others when expressing a point of view
- express an independent opinion, based on knowledge and understanding of literary and factual texts
- respond with clarity, in a relevant, confident and structured manner
- contribute with confidence to activities in twenty first century society.

In addition, the A Level Welsh (First Language) specification should encourage candidates to:

- make connections between various aspects of the subject and provide a suitable foundation to allow candidates to continue to study the language in the future.

### 1.2 Prior learning and progression

There are no specific requirements regarding prior learning for this specification, although many candidates will have gained knowledge and understanding of Welsh and will have developed the appropriate skills through the study of Welsh Language and Welsh Literature for GCSE.

This specification is not age-specific and, as such, provides opportunities for candidates to extend their lifelong learning.

The six-part structure of this specification (3 units for AS, and 3 additional units for the full A Level) allows candidates to postpone decisions on progressing from the AS qualification to the full A Level qualification.

This specification provides a suitable foundation for the study of Welsh or a related area through a range of higher education courses (e.g. a university degree) or direct entry into employment. In addition, this specification provides a coherent, satisfying and worthwhile course of study for candidates who will not progress to further study in this subject.



## 1.3 Equality and fair assessment

This specification can be studied by any learner, irrespective of gender, ethnic, religious or cultural background. The specification 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 or 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 certain learners in order to enable them to access the assessments (e.g. a request to have additional time for a GCE subject when extended writing is required). Information on reasonable adjustments is found in the following document from the Joint Council for Qualifications (JCQ): *Access Arrangements, Reasonable Adjustments and Special Consideration: General and Vocational Qualifications*. This document is available on the JCQ website ([www.jcq.org.uk](http://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.

This document should be read alongside the JCQ documents on access arrangements, special considerations and holding examinations, together with any documents relevant to non-examination assessment.

## 1.4 Welsh Baccalaureate

In following this specification, learners should be given opportunities, where appropriate, to develop the skills that are being assessed through the Core of the Welsh Baccalaureate:

- Literacy
- Numeracy
- Digital Literacy
- Critical Thinking and Problem Solving
- Planning and Organisation
- Creativity and Innovation
- Personal Effectiveness.

## 2 SUBJECT CONTENT

The AS and A Level Welsh (First Language) specifications build on the knowledge, understanding and skills identified for the GCSE Welsh Language and Welsh Literature qualifications. However, candidates may have gained the knowledge, understanding and skills without gaining the qualifications.

### Knowledge and Understanding

In the AS and A Level specification, candidates are required to demonstrate knowledge and understanding of:

- the structures, grammar and patterns of both spoken and written Welsh within meaningful contexts
- the register and appropriateness of language and style in factual and/or analytical extracts relating to the modern world
- the content, format, style and use of language in poetry and prose together with techniques in modern multimedia materials such as theatre, broadcasting and film.

### Skills

In both oral and written language, AS and A Level candidates should:

- demonstrate accuracy when using syntax and grammar in various formats and contexts and for a range of audiences and purposes
- use a correct linguistic register in a broad range of contexts for creative purposes, to discuss literature, and for a range of practical uses with consideration for purpose and audience
- discuss, consider and respond to other views and opinions to reach balanced conclusions
- provide a critical analysis and a personal response to familiar texts and extracts, using suitable terminology
- select relevant extracts from texts in discussions, to explain and exemplify personal opinions
- compare extracts or texts in order to understand and comment on their similarities and differences
- discuss attitudes and values found in texts.

This study will provide a solid grounding for further study while simultaneously developing appropriate language skills for the workplace.

A2 candidates should:

- demonstrate knowledge and understanding of poetry and prose written before the twentieth century
- provide an appreciation of, and a personal response to, prose and poetry previously unseen, using suitable terminology
- demonstrate a wider knowledge and a deeper understanding of literature
- demonstrate a more precise knowledge of grammatical rules and correct language
- demonstrate knowledge and understanding of Welsh in society.

## 2.1 AS UNITS

### Unit 1 – The Film, The Play and Oracy – Oral Examination (approximately 45 minutes)

#### Notes for Teachers

- **This is an external assessment.** However, teachers should assess the attainment of pupils internally during the year.
- An external examiner will visit each centre during the weeks before and after the Easter holidays.
- The centre's assessment will be used as a guide to assist the examiner. It is recommended that candidates should sit a full mock examination before the day of the examination. Candidates' marks will be determined by the examiner on the basis of the examination evidence. All examinations will be recorded and it will therefore be possible to relisten to any examination to check the marks.
- Candidates will be examined in groups of no more than three candidates.
- Groups will be selected on the basis of candidate ability or at the examiner's discretion. Where there may be only one candidate, he/she will be individually examined by the examiner. Where there are groups of three, the examination will last approximately 45 minutes.

#### The role of the examiner

#### When necessary

- stimulate discussion through asking questions
- initiate a change of direction in the discussion
- ask a candidate to provide evidence to substantiate ideas or develop an argument
- ensure that each candidate has an opportunity to respond.

When assessing candidates in the Oral Examination, consideration is given to their ability to speak the language correctly and proficiently using the appropriate register to demonstrate specific information about the film and the play and their background as well as their ability to listen attentively to others, raise questions, develop opinions, interact and form conclusions.

#### A. Discussing film

*Hedd Wyn* (Alan Llwyd)

The examiner may ask candidates to cover subjects such as the following:

- discuss the characters, trace their development and compare characters with each other
- discuss key scenes
- provide details about the use of pictures and sound or background music
- discuss the aims of the author and producer
- express an opinion and respond to the work as a whole
- discuss themes found in the film.

The WJEC has the right to add an alternative film. Adequate notice will be given if this happens.

## **B. Discussing drama**

### **Either**

*Siwan*: Saunders Lewis

### **Or**

*Y Tŵr*: Gwenlyn Parry

The examiner may ask candidates to cover some of the following subjects:

plot, structure, characterisation, dialogue, themes, production, the author's attitude to life as presented through his/her work.

The WJEC has the right to change the plays studied. Adequate notice will be given if this happens.

When discussing the film and the play, candidates are expected to consider other interpretations (by other pupils, teachers and literary critics), and should be taught to make appropriate use of quotations and terminology for literary/visual criticism.

## **Unit 2 – Non-examination Assessment**

Each candidate will complete **two** tasks for this unit. Each unit of work should include between **1,000 and 2,000** words. The same subject should not be discussed in task 1 and task 2.

### **Task One – Write an extended piece in one of the following formats:**

- short story
- the first chapter of a novel
- diary
- monologue
- a series of blogs
- portrayal
- part of an autobiography
- a script based on a short story for the stage, television or radio
- an editorial article or essay for a newspaper or magazine
- journalist's report

### **Task Two – Researching and Expressing an Opinion on a Controversial Topic (Task under Special Conditions)**

Produce an essay or written speech, suitable for delivery, presenting an opinion or viewpoint.

For this task, candidates are expected to have researched the topic chosen by them and demonstrate that they are able to use sources and cross-reference them when expressing an opinion on the topic. They are expected to be able to reflect on viewpoints and reach conclusions.

**Arrangements for non-examination assessment can be found in Section 3.2 (page 16).**

## Unit 3 – The Use of Language, and Poetry – Written Examination (2 hours)

Candidates are expected to answer two questions.

### Section A: The Use of Language

Composite questions are set containing different types of linguistic exercises. The examiner may set linguistic questions such as the following.

- (a) Construct sentences which clearly demonstrate the meaning and use of:
- verbs
  - prepositions
  - connectives
  - clauses.
- (b) Identify and describe grammatical features **in a piece of accurately-written Welsh**, labelling and constructing sentences in accordance with specific guidance, correcting errors with accompanying explanations, combining sentences, constructing a range of sentences in a paragraph, imitating a writing pattern.

Section (b) will be based on linguistic features such as mutations, pronouns, adjectives, nouns, prepositions, verbs, adverbs, clauses, connectives, idioms, clauses and syntax.

The following grammar resources could be used when preparing for this question:

*Canllawiau Iaith a Chymorth Sillafu* – J. Elwyn Hughes

*Y Treigladdur* – D. Geraint Lewis

*Llyfr Idiomaau Cymraeg* – R. E. Jones

*Cymraeg Graenus* – Phyl Brake

*Ymarfer Ysgrifennu* - Gwyn Thomas

*Gramadeg y Gymraeg* - Peter Wynn Thomas

*Cymraeg Da* - Heini Gruffudd

*Cysgliad* - Canolfan Bedwyr

*Defnyddio Iaith* - Sioned Mair Jones <https://hwb.cymru.gov.uk>

*Gramadeg* – Meinir Jones <https://hwb.cymru.gov.uk>

*Gramadeg CY3* – Fflur Rees Roberts <https://hwb.cymru.gov.uk>

*Sglein ar lein* – Dr Bethan Clement <http://adnoddau.cbac.co.uk/>

### Section B: Twentieth and Twenty-first Century Poetry

The names of the poets and the titles of the poems to be studied are specified below.

An essay question will be set based on the poetry below. When providing a personal response, candidates are expected to cover aspects such as the following: themes and ideas, poetic skills, metre, language, styles and figures of speech, the poet's attitude to life. Candidates are also expected to consider other interpretations (other pupils, teachers and literary critics). They should be taught to make appropriate use of quotations and terminology for literary criticism and compare the work of poets.

(The poems are from *Blodeugerdd o Farddoniaeth yr Ugeinfed Ganrif* unless otherwise stated.)

- T. H. Parry-Williams: 62 Moelni
- Gwenallt: 111 Y Meirwon
- Waldo Williams: 158 Preseli
- Gwyn Thomas: Yma y mae fy lle (*Apocalups Yfory*)
- Gerallt Lloyd Owen: 488 Y Gŵr sydd ar y Gorwel
- Alan Llwyd: Y Genhedlaeth Goll (*Darnau o Fywydau*)
- Menna Elfyn: Sul y Mamau yn Greenham (*Merch Perygl*)
- Iwan Llwyd: Aneirin (*Dan Anesthetig*)
- Myrddin ap Dafydd: Gwenllian (*Cywyddau Cyhoeddus 1*)
- Karen Owen: Cân y Milwr (*Siarad trwy'i hef*)
- Grahame Davies: DIY (*Adennill Tir*)
- Ifor ap Glyn: Beaufort, Blaenau Gwent, mewn gwyrdd (*Cerddi Map yr Underground*)

The WJEC has the right to change the poets and poems studied. Adequate notice will be given if this happens.

**A copy of the poems which are the focus of the questions in Section B of the exam paper will be provided for candidates' use during the examination.**

**Candidates are prohibited from using dictionaries in this examination.**

## 2.2 A2 UNITS

### Unit 4 – The Novel and Oracy – Oral Examination (approximately 45 minutes)

#### Notes for Teachers

- **This is an external assessment.** However, teachers should assess the attainment of pupils internally during the year.
- An external examiner will visit each centre during the weeks before and after the Easter holidays.
- The centre's assessment will be used as a guide to assist the examiner. It is recommended that candidates should sit a full mock examination before the day of the examination. Candidates' marks will be determined by the examiner on the basis of the examination evidence. All examinations will be recorded and it will therefore be possible to relisten to any examination to check the marks.
- Candidates will be examined in groups of no more than three candidates. Groups will be selected on the basis of candidate ability or at the examiner's discretion. Where there may be only one candidate, he/she will be individually examined by the examiner. Where there are groups of three, the examination will last approximately 45 minutes.

#### The role of the examiner

##### When necessary

- stimulate discussion through asking questions
- initiate a change of direction in the discussion
- ask a candidate to provide evidence to substantiate ideas or develop an argument
- ensure that each candidate has an opportunity to respond.

When assessing candidates in the Oral Examination, consideration is given to their ability to speak the language correctly and proficiently using the appropriate register to demonstrate specific information about the film and the play and their background as well as their ability to listen attentively to others, raise questions, develop opinions, interact and form conclusions.

## Discussing the novel

### Either

*Un Nos Ola Leuad*: Caradog Prichard

### Or

*Dan Gadarn Goncrit*: Mihangel Morgan

### Or

*Martha, Jac a Sianco*: Caryl Lewis

### Or

*Blasu*: Manon Steffan Ros

The WJEC has the right to change the novels studied. Adequate notice will be given if this happens.

The examiner may ask candidates to cover aspects such as the following:

- the significance of events
- characterisation
- the relationship between characters
- style
- themes
- the portrayal of society and the period where appropriate
- the author's attitude to life as presented through his/her work.

Candidates are expected to consider other interpretations (by other pupils, teachers and literary critics), and should be taught to make appropriate use of quotations and terminology for literary criticism.

## Synoptic Assessment

During the discussion, candidates should make connections between the different elements of the subject, e.g. theme analysis, appreciating style and using spoken language.

Candidates should refer to works that they have read or seen as well as the texts that they have studied.

## Unit 5 – Medieval Prose, Early and Medieval Poetry – Written Examination (2 hours)

Candidates are expected to answer two questions, one question on Rhyddiaith yr Oesoedd Canol and one question on Yr Hengerdd a'r Cywyddau.

### **Section A: Rhyddiaith yr Oesoedd Canol (Medieval Prose) – Branwen Ferch Llŷr**

Candidates will be expected to study the text contained in *Gwerthfawrogi'r Chwedlau* by Rhiannon Ifans and will also be expected to be familiar with an updated version of the story as a whole which is available in either *Y Mabinogion* by Dafydd and Rhiannon Ifans or *Y Mabinogi* by Gwyn Thomas.

In the examination, candidates are expected to answer a question which is divided in the following way:

- (i) explain the content of the extract quoted on the examination paper from Chwedl Branwen (*Gwerthfawrogi'r Chwedlau*) and note its significance in the context of the story;
- (ii) analyse characters or themes in the extract, making connections with those which feature in the story as a whole.

### **Section B: Yr Hengerdd a'r Cywyddau (Early and Medieval Poetry)**

The names of the poets and the titles of the poems to be studied are noted below. Edited versions of the poems should be studied and are available via the electronic resource **Yr Hengerdd a'r Cywyddau** on the following website: <http://adnoddau.cbac.co.uk/>

- Awdlau I ac XXIV o'r Gododdin: Aneirin
- Gwaith Argoed Llwyfain: Talieisin
- Marwnad Owain ab Urien: Talieisin
- Mis Mai a Mis Tachwedd: Dafydd ap Gwilym
- Yr Wylan: Dafydd ap Gwilym
- Trafferth mewn Tafarn: Dafydd ap Gwilym

In the examination, candidates are expected to answer a question which asks them to respond to **two** of the prescribed poems.

- (i) In the first part of the question, they will be expected to discuss the background of the poet and the prescribed poem quoted on the paper.
- (ii) In the second part of the question, candidates will be expected to discuss the writing techniques of an extract from another prescribed poem.

Candidates will be expected to respond personally in addition to discussing other interpretations (by other pupils, teachers and literary critics), and should be taught to make appropriate use of quotations and terminology for literary criticism.

The WJEC has the right to change the texts studied in this unit. Adequate notice will be given if this happens.

### **Synoptic Assessment**

This unit contains a synoptic assessment as candidates make connections between different elements of the subject e.g. theme analysis, appreciating style and using written language.

**Candidates are prohibited from using dictionaries in this examination.**



## Unit 6 – Appreciation of Literature, Welsh Language in Context - Written Examination (2 hours)

Candidates are expected to answer two questions, one demonstrating an appreciation of a literary extract and another on the Welsh Language in Context.

### **Section A: Appreciation of a Literary Extract**

An essay question will be set for candidates to discuss the subject and style of one or more literary extracts. The text in the examination will not have been studied previously, i.e. it will not be from any prescribed poem or any prescribed prose text extract specified in this specification. The text may be written by any Welsh poet/author.

When providing a personal response, candidates are expected to cover aspects such as the following: themes and ideas, poetic skills, metre, styles and figures of speech and the author's / poet's attitude to life. Candidates should be taught to quote and use appropriate terminology for literary criticism.

### **Synoptic Assessment**

This unit contains a synoptic assessment as candidates make connections between different elements of the subject e.g. using theme analysis skills, appreciating style and using written language. Candidates should refer to works that they have read or seen as well as the texts that they have studied.

### **Section B The Welsh Language in Context**

Candidates are expected to write a piece in one of the following formats. When writing, they are expected to be aware of the register and the audience appropriate to the task:

- News bulletin
- Main news item
- Press release
- Minutes of a meeting
- Newspaper report
- Instructions
- Speech/Address

In the examination, candidates will be given reading materials such as facts, statistics, notes etc. as a basis for the writing. Candidates will be able to expand on, or add to, the information provided if appropriate..

## 3 ASSESSMENT

### 3.1 Assessment objectives and weightings

Candidates must meet the following assessment objectives in the context of the content detailed in Section 2 of the specification:

Assessment Objectives		Weighting
<b>AO1</b>	<b>Use of spoken language</b> <ul style="list-style-type: none"> <li>• Speak the language correctly and proficiently adopting a context-appropriate linguistic register</li> <li>• Listen attentively to others and consider their contributions</li> <li>• Develop relevant viewpoints and ideas in a balanced manner, summarise and reach fair conclusions</li> </ul>	<b>5%-15%</b>
<b>AO2</b>	<b>Responding to texts</b> <ul style="list-style-type: none"> <li>• Demonstrate knowledge of specific texts and their background, by means of a critical analysis which discusses and evaluates other interpretations</li> <li>• Appreciate and respond to literary, visual and factual texts coherently by selecting and interpreting relevant material; refer specifically to the original text and justify the reference.</li> </ul> <p>Additionally, each A Level candidate will:</p> <ul style="list-style-type: none"> <li>• Appreciate and respond personally to previously unseen material</li> <li>• Collate, compare and evaluate information presented in various media, cross reference from one text to another, summarise and reach balanced conclusions.</li> </ul>	<b>45%-60%</b>
<b>AO3</b>	<b>Using written language</b> <ul style="list-style-type: none"> <li>• Write correctly, clearly and proficiently, demonstrating a range of linguistic resources; use knowledge of grammar effectively within various contexts</li> <li>• Demonstrate awareness of various linguistic registers and make effective use of Welsh in different situations and for different purposes.</li> </ul>	<b>35%-50%</b>

These assessment objectives are applicable to the specification as a whole.

Assessment objective weightings are shown below as a percentage of the A Level.

Unit	Unit Weighting	AO1	AO2	AO3
<b>AS Unit 1</b>	15%	5	10	
<b>AS Unit 2</b>	10%			10
<b>AS Unit 3</b>	15%		6.9	8.1
<b>A2 Unit 4</b>	20%	6.7	13.3	
<b>A2 Unit 5</b>	20%		13.3	6.7
<b>A2 Unit 6</b>	20%		6.7	13.3
<b>Total</b>	<b>100%</b>	<b>11.7</b>	<b>50.2</b>	<b>38.1</b>

## 3.2 Arrangements for non-examination assessment

### Non-examination Assessment Guidance

Each unit of work should contain **between 1000 and 2000** words.

It is recommended that a word processor is used to complete task 1. However, a word processor must not be used to undertake task 2.

### Task under special conditions (Task 2)

**Two hours** should be allocated for completing the task undertaken under special conditions. It should be ensured that the set tasks are of an equal standard. "Special conditions" are conditions similar to those of an ordinary examination. Candidates are not permitted to consult each other. More time will be allocated to pupils with special needs. A week's notice should be given to candidates before they undertake the task under special conditions.

The use of dictionaries is permitted to complete the task. Additionally, candidates are permitted to take into the assessment up to one side of an A4 page of short bullet points (font size 11 or above) that they have prepared in advance. The bullet points may include statistics, facts, examples and relevant quotations. The candidate must not include full paragraphs/full sentences on this page. The page must be submitted with the completed task.

Each piece of work will be marked when presented to the teacher during the course. **Candidates should not rewrite or correct a folio task once it has been corrected by the teacher i.e. under no circumstances should a mark be awarded for work which has been corrected in previous drafts.** The teacher should leave his/her corrections and comments directed to the candidate on the tasks.

Before issuing the marks, teachers should review the marks awarded to ensure that the total number of marks is a fair reflection of the standard for all tasks. If there are any inconsistencies, the teacher should include an explanatory note.

Any resources used by candidates in preparing for the task must be noted together with any stimuli or assistance/guidance provided by the teacher. Teachers should note corrections and comments on the scripts.

The date of the task's submission should be specified as well as any relevant notes/comments for the moderator, such as the way in which the task was completed, any reference material used. A special form will be prepared to specify these details. This form should be signed by the teacher and the candidate in order to validate the work.

### Standardisation and Moderation

If there is more than one learning group, internal moderation must take place to ensure consistent standards across the learning groups. In order to ensure that assessments are moderated fairly, the WJEC will assign an external moderator to the centre. A sample of the centre's non-examination assessment work will be sent to the moderator at the start of the summer term. The WJEC will choose the sample after the centre has presented the marks online. All centres will receive detailed feedback following moderation.

## 4 TECHNICAL INFORMATION

### 4.1 Making entries

This is a unitised specification which allows for staged assessment.

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

Units 1, 2 and 3 will be available in summer 2016 (and each year thereafter) and the AS qualification will be awarded for the first time in summer 2016.

Units 4, 5 and 6 will be available in summer 2017 (and each year thereafter) and the A Level qualification will be awarded for the first time in summer 2017.

A qualification may be taken more than once. However, if any unit has been attempted twice and a candidate wishes to enter the unit for the third time, then the candidate will have to re-enter all units and the appropriate cash-in(s). This is referred to as a 'fresh start'. When retaking a qualification (fresh start), a candidate may have up to two attempts at each unit. However, no results from units taken prior to the fresh start can be used in aggregating the new grade(s).

Marks for NEA units may be carried forward for the life of the specification.

If a candidate has been entered for but is absent for a unit, the absence does not count as an attempt. The candidate would, however, qualify as a resit candidate.

The entry codes appear below.

	<b>Title</b>	<b>Entry codes</b>
AS Unit 1	The Film, the Play and Oracy	2000N1
AS Unit 2	Non-examination Assessment	2000N2
AS Unit 3	The Use of Language, and Poetry	2000N3
A2 Unit 4	The Novel and Oracy	1000N4
A2 Unit 5	Medieval Prose and Early and Medieval Poetry	1000N5
A2 Unit 6	Appreciation of Literature and Welsh Language in Context	1000N6
AS Qualification cash-in		2000CS
A level Qualification cash-in		1000CS

The latest entry procedures are available in the current version of *Entry Procedures and Coding Information*.

## 4.2 Grading, awarding and reporting

The overall grades for the GCE Advanced Subsidiary in Welsh (First Language) qualification will be recorded as a grade on a scale of A – E. The overall grades for the GCE A Level in Welsh (First Language) qualification will be recorded as a grade on a scale of A\* to E. Results not attaining the minimum standard of the award of a grade will be reported as U (unclassified). Unit grades will be recorded as a lower case letter a to e on result slips but not on certificates.

The Uniform Mark Scale is used in unitised specifications to report, record and aggregate candidates' unit assessment outcomes. The UMS is used so that candidates who achieve the same standard are given the same uniform mark, irrespective of the unit taken. Individual unit results and the overall subject award will be expressed as a uniform mark on a scale common to all GCE qualifications. The GCE AS has a total of 200 uniform marks and the GCE A Level has a total of 500 uniform marks. The maximum uniform marks for any unit depends on the unit's weighting in the specification.

Uniform marks are equivalent to the following unit grades:

Unit Weighting	Maximum uniform mark for the unit	Unit Grade				
		a	b	c	d	e
Unit 1 (15%)	75	60	53	45	38	30
Unit 2 (10%)	50	40	35	30	25	20
Unit 3 (15%)	75	60	53	45	38	30
Unit 4 (20%)	100	80	70	60	50	40
Unit 5 (20%)	100	80	70	60	50	40
Unit 6 (20%)	100	80	70	60	50	40

The uniform marks for each unit are added together and the subject grade will be based on this total.

	Total uniform marks	Qualification grade				
		a	b	c	d	e
GCE AS	200	160	140	120	100	80
GCE A Level	500	400	350	300	250	200

At A Level, Grade A\* will be awarded to candidates who have achieved a Grade A (400 uniform marks) in the A Level qualification and a minimum of 90% of the total uniform marks for the A2 units (270 uniform marks).

## APPENDIX A

## UNIT 2 ASSESSMENT GRID

## Task ONE – Write an extended piece in a specific format – 20 marks

AO3 –Writing	A03 – marks range
<ul style="list-style-type: none"> <li>• mature and perceptive writing</li> <li>• demonstrate ability to select relevant aspects</li> <li>• give careful consideration to register, format and audience by using a variation of styles</li> <li>• structure the work purposefully so that it has unity</li> <li>• demonstrate a range of linguistic resources with an effective variety of sentence patterns which contribute to the success of the piece</li> <li>• demonstrate a very sound understanding of grammar and syntax</li> </ul>	16 - 20
<ul style="list-style-type: none"> <li>• the writing is interesting</li> <li>• able to select relevant aspects reasonably well</li> <li>• give careful consideration to register, format and audience by variation of styles</li> <li>• plan the work carefully so that it has unity</li> <li>• demonstrate good linguistic resources with an interesting variety of sentence patterns which contribute to the success of the piece</li> <li>• demonstrate a sound understanding of grammar and syntax</li> </ul>	13 - 15
<ul style="list-style-type: none"> <li>• the writing is mostly interesting</li> <li>• able to select relevant aspects</li> <li>• give some attention to register, format and audience by variation of style</li> <li>• plan the work relatively carefully trying to ensure unity</li> <li>• demonstrate a range of linguistic resources</li> <li>• satisfactory understanding of grammar and syntax</li> </ul>	10 - 12
<ul style="list-style-type: none"> <li>• endeavour to produce interesting writing</li> <li>• generally able to select relevant aspects</li> <li>• demonstrate an awareness of organisation, progression and register when presenting work</li> <li>• use a range of suitable vocabulary and patterns</li> <li>• demonstrate a reasonable understanding of grammar and syntax</li> </ul>	7 - 9
<ul style="list-style-type: none"> <li>• able to produce a few interesting parts in the work</li> <li>• demonstrate some awareness of organisation, progression and register when presenting work</li> <li>• use a range of suitable vocabulary and patterns</li> <li>• demonstrate a reasonable understanding of grammar and syntax</li> </ul>	4 - 6
<ul style="list-style-type: none"> <li>• These candidates only demonstrate some positive features occasionally.</li> </ul>	0 - 3

**Task TWO – Researching and expressing an opinion on a controversial topic – 20 marks**

AO3 – Writing	AO3 – marks range
<ul style="list-style-type: none"> <li>• express complex ideas and arguments in a clear and articulate manner</li> <li>• present arguments, anticipate negative arguments and present valid counter-arguments</li> <li>• summarise the relevant facts from different sources, apply and present them coherently</li> <li>• skilled cross-referencing</li> <li>• consider viewpoints perceptively and reach a conclusion</li> <li>• give careful consideration to register, format and audience by appropriate variation of style when necessary</li> <li>• structure the work purposefully to convey the complexity of the subject</li> <li>• demonstrate a range of linguistic resources with an effective variety of sentence patterns which contribute to the success of the piece</li> <li>• demonstrate a very sound understanding of grammar and syntax</li> </ul>	16 - 20
<ul style="list-style-type: none"> <li>• express relatively complex ideas and arguments in a clear and articulate manner</li> <li>• summarise the relevant facts from different sources, apply some of them and present them in a clear and organised manner</li> <li>• effective cross-referencing</li> <li>• consider viewpoints well and reach a conclusion</li> <li>• present some original arguments, anticipate negative arguments and present valid counter-arguments</li> <li>• give careful consideration to register, format and audience by variation of style</li> <li>• plan the work carefully to convey the complexity of the subject</li> <li>• demonstrate good linguistic resources with an interesting variety of sentence patterns which contribute to the success of the piece</li> <li>• demonstrate a sound understanding of grammar and syntax</li> </ul>	13 - 15
<ul style="list-style-type: none"> <li>• express ideas and arguments clearly</li> <li>• summarise and apply most of the relevant facts from different sources in an organised manner</li> <li>• apply the relevant arguments and use them effectively</li> <li>• sensible cross-referencing</li> <li>• consider viewpoints sensibly and reach a conclusion</li> <li>• give some attention to register, format and audience by variation of style</li> <li>• plan the work relatively carefully in order to convey various aspects of the subject</li> <li>• demonstrate a range of linguistic resources</li> <li>• satisfactory understanding of grammar and syntax</li> </ul>	10 - 12
<ul style="list-style-type: none"> <li>• express uncomplicated ideas and arguments appropriately</li> <li>• summarise and apply many of the relevant facts from different sources</li> <li>• attempt cross-referencing</li> <li>• attempt to consider viewpoints and reach a conclusion</li> <li>• demonstrate an awareness of organisation, progression and register when presenting work</li> <li>• use a range of suitable vocabulary and patterns</li> <li>• demonstrate a reasonable understanding of grammar and syntax</li> </ul>	7 - 9
<ul style="list-style-type: none"> <li>• express uncomplicated ideas simply and relatively clearly</li> <li>• summarise some relevant facts from more than one source and refer to them occasionally</li> <li>• attempt to consider a few viewpoints</li> <li>• demonstrate some awareness of organisation, progression and register when presenting work</li> <li>• demonstrate a range of suitable vocabulary and patterns</li> <li>• demonstrate a reasonable understanding of grammar and syntax</li> </ul>	4 - 6
<ul style="list-style-type: none"> <li>• These candidates only demonstrate some positive features occasionally.</li> </ul>	0 - 3