

# WJEC GCSE Core Cymraeg

Approved by Qualifications Wales  
**Specification**

Teaching from 2025  
For award from 2027

Version 2 - February 2025





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

- [Made for Wales GCSE Qualification Approval Criteria](#) which set out requirements for any new GCSE qualification Approved for first teaching from September 2025 and beyond.
- [Standard Conditions of Recognition](#) which contains the rules that all awarding bodies and their qualifications must meet when offering qualifications to learners in Wales.
- Approval Criteria for [GCSE Core Cymraeg](#) which sets out the subject specific requirements for GCSE Core Cymraeg qualifications from September 2025 and beyond.

# SUMMARY OF AMENDMENTS

Version	Description	Page number
2	Added 'dialect' and 'list' to 4.1.3	21

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# GCSE CORE CYMRAEG

## SUMMARY OF ASSESSMENT

**Unit 1: Responding to a Visual Stimulus**

**Non-examination assessment: Pair (6-8 minutes) or Group (8-10 minutes)**

**25% of qualification**

**50 marks**

**Speaking (10%) Listening (15%)**

A task for a pair/ group of three based on visual stimuli provided by WJEC to stimulate discussion. The assessment will consist of three parts conducted in the following order:

- i. watch a visual stimulus lasting approximately 2 minutes.
- 10 minutes to prepare including watching the stimulus
- ii. discuss the content of the stimulus in a pair/group
- iii. an extended discussion on one of the main themes of the stimulus.

The use of dictionaries or any other resource is not permitted during the preparation.

This unit will be marked by the Centre, and moderated by WJEC.

**Unit 2: Responding to Various Sources**

**Non-examination assessment: Pair (6-8 minutes) or Group (8-10 minutes)**

**25% of qualification**

**50 marks**

**Speaking (20%) Listening (5%)**

A task for a pair/ group of three based on a variety of sources provided by WJEC to stimulate discussion. The assessment will consist of three parts conducted in the following order:

- i. look at a stimulus sheet and then 10 minutes to prepare
- ii. discuss the content of the stimulus in a pair/group
- iii. express an opinion on the content of the stimulus sheet.

The use of dictionaries or any other resource is not permitted during the preparation.

This unit will be marked by the Centre, and moderated by WJEC.

**Unit 3: Preparing for the Future**  
**Written examination: 1 hour 30 minutes**  
**25% of qualification**

**100 marks**

Reading tasks with non-verbal and written responses, for example descriptive, narrative, persuasive, informative, critical, analytical, and opinion writing and translanguaging and translation tasks.

Learners are not permitted to use dictionaries or any other resources in any part of the assessment.

**Unit 4: Literature and Creative**  
**Written examination: 1 hour 30 minutes**  
**25% of qualification**

**100 marks**

Reading tasks with non-verbal and written responses, for example descriptive, narrative, creative, imaginative, persuasive, analytical writing, expressing opinions and responding to literature.

One set text will be assessed each series. Advance information will be published regarding which set text is being examined in each series.

Learners are not permitted to use dictionaries or any other resources in any part of the assessment.

This will be a linear qualification.

The qualification will not be tiered.

All non-examination assessments must take place during the final year of the course. The submission date for Unit 1 will be during the second half of the Autumn term (for the first time in 2026) and the submission date for Unit 2 will be during the first half of the Spring term (for the first time in 2027); the dates are set by WJEC.

The first award of the qualification will be in summer 2027.

Qualification Approval Number: C00/4968/1

# GCSE Core Cymraeg

## 1. INTRODUCTION

### 1.1 Aims

GCSE Core Cymraeg must support learners to:

- develop an understanding of the language
- communicate clearly, accurately and creatively in Cymraeg
- develop their knowledge and understanding of the vocabulary, grammar and structure of Cymraeg
- express themselves in a range of contexts and for different audiences and purposes
- contribute spontaneously to conversation/discussion

The qualification must be designed to promote a positive and relevant experience of Cymraeg and Welsh cultures.

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

The construct of GCSE Core Cymraeg is based on the Welsh Government<sup>1</sup> subject specific considerations and statements of what matters for Languages, Literacy and Communication<sup>2</sup>:

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

These aims are set out in the Qualification Wales Approval Criteria.

### 1.2 Curriculum for Wales

This GCSE Core Cymraeg qualification is underpinned by the Curriculum for Wales framework. It was designed to ensure that learners can continue to make progress towards the four purposes whilst studying for this qualification. Central to this design are the [principles of progression](#), along with the [statements of what matters](#) and [those subject specific skills and concepts](#) outlined in the '[Designing your Curriculum](#)' section of the Languages, Literacy and Communication Area of Learning and Experiences.

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

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<sup>1</sup> [Languages, Literacy and Communication; Introduction – Hwb \(gov.wales\)](#)

<sup>2</sup> [Languages, Literacy and Communication; Statements of what matters – Hwb \(gov.wales\)](#)

We have also considered where the qualification can generate opportunities for integrating the learning experiences noted on page 21; the Guidance for Teaching will include further information on integrating these learning experiences.

The GCSE Core Cymraeg qualification supports the Curriculum for Wales by:

- supporting the statements of what matters<sup>3</sup>, by giving learners the opportunity to:
  - develop their understanding, empathy and their ability to respond and to mediate effectively
  - interact, explore ideas, express viewpoints, knowledge and understanding and build relationships
  - experience and respond to a variety of diverse literature that gives them insight into the culture, people and history of Wales as well as the wider world
  - spark their imagination and creativity.
- supporting the principles of progression<sup>4</sup> by giving learners the opportunity to:
  - build on their linguistic skills
  - grow holistically in their understanding and purposeful use of languages, literacy and communication
  - develop their linguistic repertoire through understanding how Cymraeg works
  - adapt and manipulate language to communicate effectively to a range of different audiences
  - develop interpretive and expressive language skills
  - transfer existing knowledge and skills into new contexts including the social and cultural aspects of language.
- supporting the key considerations for language development<sup>5</sup> by giving learners the opportunity to:
  - develop phonological awareness and phonemic awareness
  - build on learners' previous knowledge of language(s) to support the learning of Cymraeg
  - hear, view and read rich and varied Cymraeg
  - provide suitable and sufficient opportunities for learners to use their Cymraeg purposefully in an authentic context.

### 1.3 Prior learning and progression

Although prior learning is not one of the specific requirements, the qualification is primarily designed for learners aged between 14 and 16 in category 1 English medium schools and learners who receive their education through the medium of English in category 2 bilingual schools. Learners who have undertaken a Cymraeg (first language) programme of study up to the end of year 9 should not be entered for the qualification. It therefore builds on the conceptual understanding developed by learners through their learning from ages 3-14.

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<sup>3</sup> [Languages, Literacy and Communication; Statements of what matters – Hwb \(gov.wales\)](https://gov.wales/languages-literacy-and-communication-statements-what-matters-hwb)

<sup>4</sup> [Languages, Literacy and Communication; Principles of progress – Hwb \(gov.wales\)](https://gov.wales/languages-literacy-and-communication-principles-progress-hwb)

<sup>5</sup> [Languages, Literacy and Communication; Designing your curriculum - Hwb \(gov.wales\)](https://gov.wales/languages-literacy-and-communication-designing-your-curriculum-hwb)

The qualification allows learners to develop a strong foundation of knowledge, skills and understanding which supports progression to post-16 study and prepares learners for life, learning and work. The qualification provides a suitable foundation for the study of Level 2 Award in Additional Core Cymraeg and at either AS or A level. In addition, the specification provides a coherent, satisfying and worthwhile course of study for learners who do not progress to further study in this subject.

#### 1.4 Guided Learning Hours

GCSE Core Cymraeg has been designed to be delivered within 120 – 140 guided learning hours. The qualification has been primarily designed as a 2-year programme for learners in years 10 and 11.

#### 1.5 Use of language

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

#### 1.6 Equality and fair access

This specification may be followed by any learner, 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 access and 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.

Access arrangements and reasonable adjustments are made for eligible learners to enable them to access the assessments and demonstrate their knowledge and skills without changing the demands of the assessment.

Information on access arrangements and reasonable adjustments is found in the following document from the Joint Council for Qualifications (JCQ): Access Arrangements, Reasonable Adjustments: General and Vocational Qualifications. This document is available on the JCQ website ([www.jcq.org.uk](http://www.jcq.org.uk)).

We will be following the principles set out in this document and, as a consequence of provision for reasonable adjustments, very few learners will encounter a complete barrier to any part of the assessment.

## 2 SUBJECT CONTENT

### How to read the amplification

The further information provided in the right-hand column uses the following sentence stems:

- **Learners should understand** – is used when learners need to demonstrate their knowledge and understanding rather than applying their knowledge, understanding or skills.
- **Learners should be able to** – is used when learners will need to apply their knowledge and understanding

The use of 'including' indicates that the specified content must be learned and may be subject to assessment.

The use of the words 'for example' or 'such as' indicates that the specified content is for guidance only, and other examples could be chosen.

### Unit 1

#### **Speaking and Listening – Responding to a Visual Stimulus**

Non-examination assessment: Pair (6-8 minutes) or Group of three (8-10 minutes), with 10 minutes to prepare

25% of qualification

Set by WJEC, marked by the Centre and moderated by WJEC  
50 marks

#### **Overview of the unit**

The purpose of this unit is to:

- enable learners to understand and use Cymraeg with others in a spontaneous and confident way by watching a visual stimulus
- use Cymraeg to communicate and interact with others
- convey information, expressing and justifying opinions using a variety of sentences, language patterns and different verb tenses
- ask and respond effectively to questions from others
- understand the main message, specific detail and different viewpoints
- use an appropriate register and articulate clearly
- demonstrate understanding of oral language when listening to one or more speakers in various situations
- understand the value of Cymraeg (both socially and in the world of work) and its use in the context of Wales and beyond
- understand about education and work-related experiences to build skills for life and work
- consider the diverse nature of Welsh citizenship and its cultures, including the perspectives, identity, culture and contributions of Black, Asian and minority ethnic communities.

This unit will focus on:

- interaction
- expressing opinions
- responding to an unfamiliar context.

The following three broad themes are expected to be the basis for learning the language:

- Cynefin
- Identity
- Culture.

Learners will be required to respond to a visual stimulus. A choice of stimuli will be available based on the three broad themes. Each visual stimulus will feature three speakers discussing aspects of the three broad themes. For this unit, 15% of the assessment will be for Listening and 10% for Speaking.

### **Areas of content**

<b>1.1</b>	
In this unit learners will develop knowledge, skills and understanding in:	
<b>Contents</b>	<b>Further information</b>
<b>1.1.1</b> Listening	<p>Learners should be able to develop their listening skills in order to understand and evaluate what they hear.</p> <p>Learners should be able to demonstrate understanding of oral language when listening to one or more speakers in various situations.</p> <p>Learners should be able to listen and understand what is being said in order to interact with others effectively by:</p> <ul style="list-style-type: none"> <li>• selecting the relevant points and the main message</li> <li>• using a variety of strategies to summarize, combine, compare and analyse information.</li> </ul> <p>Learners should be able to structure arguments and challenge what they hear in order to express and justify an opinion.</p> <p>Learners should be able to note what they hear and share the information with others in an intelligent manner.</p>

**1.1.2 Speaking**

Learners should be able to communicate and interact spontaneously, clearly and effectively for different purposes, including conveying information and asking and answering questions.

**Learners should be able to make informed choices about vocabulary and grammar using this knowledge to enrich expression.**

Learners should be able to convey information, express and justify opinions using a variety of sentences, language patterns and different verb tenses.

Learners should be able to use an appropriate register and articulate clearly.

Learners should understand and use the language elements listed in Appendix A.

## Unit 2

### **Speaking and Listening – Responding to Various Sources**

Non-examination assessment: Pair (6-8 minutes) or Group of three (8-10 minutes) with 10 minutes to prepare

25% of qualification

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

50 marks

#### **Overview of the unit**

The purpose of this unit is to:

- enable learners to understand and use Cymraeg with others in a spontaneous and confident way when looking at various sources
- use Cymraeg to communicate and interact with others
- convey information, expressing and justifying opinions using a variety of sentences, language patterns and different verb tenses
- use an appropriate register and articulate clearly
- demonstrate understanding of oral language when listening to one or more speakers in various situations
- understand the main message, specific detail and different viewpoints
- use an appropriate register and articulate clearly
- understand the social value of Cymraeg and its use in the context of Wales and beyond
- ask and respond effectively to questions from others
- support cultural development
- consider the diverse nature of Welsh citizenship and its cultures, including the perspectives, identity, culture and contributions of Black, Asian and minority ethnic communities.

This unit will focus on:

- interaction
- expressing opinions
- analysis.

The following three broad themes are expected to be the basis for learning the language:

- Cynefin
- Identity
- Culture.

Learners will be required to respond to a variety of sources. For this unit there will be a choice of stimuli based on the three broad themes. The stimuli will include a variety of sources which may include a graph/chart, facts and/or statistics and image(s). For this unit, 5% of the assessment will be for Listening and 20% for Speaking.

## Areas of content

2.1	
In this unit, learners will gain knowledge and understanding of the following areas:	
Contents	Further information
2.1.1 Speaking	<p>Learners should be able to communicate and interact spontaneously, clearly and effectively for different purposes, including</p> <ul style="list-style-type: none"> <li>• communicating information</li> <li>• asking and answering questions</li> <li>• expressing and justifying opinions with reasons.</li> </ul> <p>Learners should be able to respond critically to a range of sources, selecting and evaluating relevant points to illustrate and support interpretations and develop ideas.</p> <p>Learners should be able to communicate thoughts, feelings and opinions in a range of contexts, structuring arguments and challenging what others say confidently and sensitively.</p> <p>Learners should be able to convey information, express and justify opinions using a variety of sentences, language patterns and different verb tenses.</p> <p>Learners should be able to make informed choices about vocabulary and grammar using the knowledge to enrich expression.</p> <p>Learners should be able to use an appropriate register and articulate clearly.</p> <p>Learners should understand and use the language elements listed in <b>Appendix A</b>.</p>
2.1.2 Listening	<p>Learners should be able to listen, understand and evaluate what they hear.</p> <p>Learners should be able to demonstrate understanding of oral language when listening to one or more speakers in various situations.</p> <p>Learners should be able to listen to and understand what is being said in order to interact with others effectively by;</p> <ul style="list-style-type: none"> <li>• selecting the relevant points and the main message</li> <li>• using a variety of strategies to summarize, combine, compare and analyse information.</li> </ul>

**2.1.3 Analysing sources**

Learners should be able to respond critically to a range of sources, selecting and evaluating relevant points to illustrate and support interpretations and develop ideas.

Learners should be able to make comparisons and explain simple links within and between both written texts and oral communication, using appropriate basic terminology and supporting opinions with appropriate details from the text.

Learners should understand texts and oral communication, recognising diversity in content and opinion in a critical manner.

## Unit 3

### Reading and Writing – Preparing for the Future

Written Examination: 1 hour 30 minutes

25% of qualification

Set and marked by WJEC

100 marks

#### Overview of the unit

The purpose of this unit is to:

- enable learners to develop their writing and reading skills in Cymraeg
- use a variety of language patterns
- use different verb tenses
- understand and respond to different types of written language in different forms written for a variety of purposes and audiences
- understand the main message, main points, specific details and different perspectives in a variety of long and short, simple and complex written texts, using different verb tenses
- help learners to understand the interrelationship between their learning and the world of work, offering them opportunities connected to the world of work and careers
- consider the diverse nature of Welsh citizenship and its cultures, including the perspectives, identity, culture and contributions of Black, Asian and minority ethnic communities.

This unit will focus on:

- application of knowledge and understanding
- expressing opinions
- preparing for the future.

The following three broad themes are expected to be the basis for learning the language:

- cynefin
- identity
- culture.

These three broad themes will allow learners to develop their skills, knowledge and understanding of reading and writing in Cymraeg.

## Areas of content

3.1	
In this unit, learners will gain knowledge and understanding of the following areas:	
Contents	Further information
3.1.1 Writing	<p>Learners should be able to communicate meaning in a variety of specific contexts and forms as well as communicating information, ideas and opinions.</p> <p>Learners should be able to write by using a variety of language patterns and different verb tenses effectively, selecting vocabulary and grammar in a meaningful manner in order to enrich expression.</p> <p>Learners should be able to translate short and simple texts from English to Cymraeg as well as refining work through proofreading and editing text.</p> <p>Learners should be able to write to communicate meaning in a variety of formal and informal contexts in order to engage the audience using a range of different written forms, for example:</p> <ul style="list-style-type: none"> <li>• report</li> <li>• a blog</li> <li>• marketing material, advertisement, announcement, text message</li> <li>• email</li> <li>• article</li> <li>• formal letter</li> <li>• note.</li> </ul> <p>Learners should be able to write in an extended and coherent manner in order to convey facts, ideas and opinions for different audiences and for different purposes – for example:</p> <ul style="list-style-type: none"> <li>• descriptive and narrative,</li> <li>• persuasive and informative,</li> <li>• critical and analytical, and expressing opinions.</li> </ul> <p>Learners should be able to communicate information, understanding, ideas, opinions and feelings in an informed and sensitive manner.</p> <p>Learners should be able to make appropriate choices about language and grammar using knowledge of word formation and grammatical rules in order to enrich expression.</p> <p>Learners should understand and use the language elements listed in <b>Appendix A</b>.</p>

	<p>Learners should be able to use the language for different purposes but also to appreciate the rules of grammar, the importance of correct language as well as developing the ability to correct, translate and translanguage.</p>
<b>3.1.2</b> Reading	<p>Learners should be able to respond to different types of reading stimuli in a variety of contexts written for different purposes and audiences.</p> <p>Learners should understand the main message, the main points and specific details in a variety of long and short, simple and extended reading texts that vary in terms of language challenge.</p> <p>Learners should be able to use a variety of strategies to summarise, combine, compare and analyse information to demonstrate a wider understanding of texts.</p> <p>Learners should be able to draw conclusions and interpret a text in order to gain understanding.</p> <p>Learners should be able to respond constructively to different ideas and opinions, structuring arguments and expressing opinions with confidence.</p> <p>Learners should be able to critically evaluate different perspectives to reach a considered conclusion.</p> <p>Learners should be able to respond to different types of text formats including:</p> <ul style="list-style-type: none"> <li>• continuous text such as reviews, online information, marketing material, letters and articles</li> <li>• non-continuous text, such as tables and graphs, adverts and forms</li> <li>• mixed texts with elements of continuous and non-continuous formats.</li> <li>• multiple texts or short texts which can be linked together by context or juxtaposed, such as adverts. The texts may be complementary or contradictory.</li> </ul>
<b>3.1.3</b> Preparing for the future	<p>Learners should be able to communicate in a descriptive and constructive manner for different purposes for example narrative, specific and instructional.</p> <p>Learners should understand the interrelationship between their learning and the world of work which offers them opportunities to understand more about future possibilities as well as providing opportunities to respond to authentic materials and situations.</p> <p>Learners should be able to communicate in a strong and effective manner in different contexts to engage the audience.</p>

## Unit 4

### Reading and Writing – Literature and Creative

Written Examination: 1 hour 30 minutes

25% of qualification

Set and marked by WJEC

100 marks

#### Overview of the unit

The purpose of this unit is to:

- enable learners to develop their writing and reading skills in Cymraeg
- use a variety of language patterns
- use different verb tenses
- understand and respond to different types of written language in different forms, written for a variety of purposes and audiences
- understand the main message, main points, specific details and different perspectives in a variety of long and short, simple and complex written texts, using different verb tenses
- respond to literary and non-literary extracts consider the diverse nature of Welsh citizenship and its cultures, including the perspectives, identities, culture and contributions of Black, Asian and minority ethnic communities
- think and respond creatively by being imaginative when applying their skills.

This unit will focus on:

- application of knowledge and understanding
- creative skills
- responding to literature.

The following three broad themes are expected to be the basis for learning the language:

- cynefin
- identity
- culture

There will be 4 set texts for this unit:

1. Short story – Y Rhigos a'r fan hufen iâ by Siôn Tomos Owen
2. Short story – Pâst Dannedd by Mererid Thomas
3. Poem – Llwybrau by Nia Morais
4. Poem – Y Daith by Aneirin Karadog

WJEC will release information in the first week of March, during the exam year, indicating which set text will be examined. One set text will be examined each year.

**Areas of content**

<b>4.1</b>	
In this unit, learners will gain knowledge and understanding of the following areas:	
Contents	Further information
<b>4.1.1</b> Reading	<p>Learners should be able to respond to different types of reading stimuli in a variety of contexts, written for different purposes and audiences.</p> <p>Learners should understand the main message, the main points and specific details in a variety of long and short, simple and extended reading texts that vary in terms of linguistic demand.</p> <p>Learners should be able to use a variety of strategies to summarise, combine, compare and analyse information to demonstrate a wider understanding of texts.</p> <p>Learners should be able to respond constructively to different ideas and opinions, structuring arguments and expressing opinions with confidence.</p> <p>Learners should be able to critically evaluate different perspectives to reach a considered conclusion.</p> <p>Learners should be able to respond to different types of text formats including:</p> <ul style="list-style-type: none"> <li>• continuous text such as short stories, poems, online information, marketing materials and articles.</li> <li>• mixed texts with elements of both continuous and non-continuous formats, such as prose explanation or text.</li> <li>• long or short texts which can be linked together by context or juxtaposed, such as adverts. The texts may be complementary or contradictory.</li> </ul>
<b>4.1.2</b> Writing	<p>Learners should be able to communicate meaning in a variety of specific contexts and forms as well as communicating information, ideas and opinions.</p> <p>Learners should be able to use the language for different purposes but also to appreciate the rules of grammar and the importance of correct language.</p> <p>Learners should be able to develop their writing skills by using a variety of language patterns and different verb tenses effectively and selecting vocabulary and grammar effectively in order to enrich expression.</p> <p>Learners should be able to communicate meaning in a variety of formal and informal contexts in order to engage the audience using a range of different written forms for example:</p>

	<ul style="list-style-type: none"> <li>• speech</li> <li>• a blog</li> <li>• diary</li> <li>• informal letter</li> <li>• portrait</li> <li>• story</li> </ul> <p>Learners should be able to write in an extended and coherent manner in order to convey facts, ideas and opinions for different audiences and for different purposes – for example:</p> <ul style="list-style-type: none"> <li>• descriptive and narrative,</li> <li>• persuasive and expressing opinions,</li> <li>• creative and imaginative,</li> <li>• analytical and responding to literature.</li> </ul> <p>Learners should understand and use the language elements listed in <b>Appendix A</b>.</p> <p>Learners should be able to communicate information, understanding, ideas, opinions and feelings in an informed and sensitive manner.</p> <p>Learners should be able to make appropriate choices about language and grammar using knowledge of word formation and grammatical rules in order to enrich expression.</p>
<b>4.1.3</b> Responding to literature and creative thinking	<p>Learners should be able to think creatively and be imaginative when applying their language skills.</p> <p>Learners should be able to communicate descriptively for different purposes.</p> <p>Learners should be able to respond to continuous literary and non-literary texts, for example:</p> <ul style="list-style-type: none"> <li>• reviews</li> <li>• poems</li> <li>• extracts adapted from novels</li> <li>• marketing materials</li> <li>• online information</li> <li>• letters and articles</li> <li>• short stories.</li> </ul> <p>Learners should understand different styles that enrich literature within the set texts, including dialects, lists, comparisons, idioms, use of adjectives, use of the senses, dialogue and verb tenses.</p>

## Opportunities for integration of learning experiences

The GCSE Core Cymraeg qualification creates opportunities for experiences to be developed (the experiences will not be directly assessed):

- explore the value of Cymraeg, its literature and culture, and its use in society, in the context of Wales and beyond
- explore the varied nature of Welsh citizenship and its cultures, including Black, Asian and minority ethnic viewpoints
- experiment with language techniques for creative purposes
- make appropriate use of digital technology
- link appropriately with other parts of the curriculum in order to develop and strengthen the bilingual and multilingual skills of learners

The Guidance for Teaching will include further information on the opportunities provided by the qualification for teachers/centres to integrate these learning experiences into their teaching. For opportunities to discuss and develop cross-curricular themes, cross-curricular and integral skills please see **Appendix B**.

## 3 ASSESSMENT

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

### 3.1 Assessment objectives and weightings

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

#### **AO1**

Understand and respond:

- understand and respond critically to a range of written texts and speech, selecting and evaluating relevant points to illustrate and support interpretations and develop ideas
- make comparisons and explain links within and between both written texts and spoken communication, using appropriate terminology and supporting opinions with appropriate details from the text
- communicate thoughts, feelings and opinions in a range of contexts, structuring arguments and challenging what others say confidently and sensitively
- understand written texts and oral communication, critically recognising a variety of viewpoints to reach considered conclusions
- use translation skills to enhance communication.

#### **AO2**

Expression and communication:

- communicate clearly and effectively in different contexts, using forms, vocabulary and techniques to engage the reader/listener
- adapt communication by selecting register, vocabulary and techniques appropriate to different contexts and audiences
- organise communication using a variety of linguistic and structural features
- use a range of sentence structures for clarity, purpose and effect, with accurate grammar and, in written communication, accurate punctuation and spelling.

The table below shows the weighting of each assessment objective for each unit and for the qualification as a whole.

	<b>AO1</b>	<b>AO2</b>	<b>Total</b>
Unit 1	15%	10%	25%
Unit 2	10%	15%	25%
Unit 3	12%	13%	25%
Unit 4	13%	12%	25%
Overall weighting	<b>50%</b>	<b>50%</b>	<b>100%</b>

### 3.2 Arrangements for non-examination assessment

#### **Unit 1**

- The unit will take the form of a non-examination assessment on dates specified by WJEC during the second half of the Autumn term in the final year of the course.
- This unit requires candidates to watch and listen to a visual stimulus from WJEC and discuss the contents of the clip with a partner (6-8 minutes) or in a group of three (8-10 minutes)
- A sheet will be available for candidates to complete while they watch the clip. The sheet is an aide-memoir for use by candidates in the assessment. It will not be assessed because there are only marks for listening and speaking in this unit. However, the teacher will be expected to keep the sheet which is to be sent with the sample to WJEC.

The assessment will consist of three parts conducted in the following order:

- i. watch a visual stimulus lasting approximately 2 minutes. There will be 10 minutes to prepare including watching the clip. Candidates will be allowed to use any notes made during this session in the assessment
- ii. a group discussion on the content of the stimulus
- iii. an extended discussion on one of the main themes of the stimulus.

A choice of two topics will be specified by WJEC

This unit will be marked by the Centre, and moderated by WJEC.

#### **Unit 2**

- This unit will take the form of a non-examination assessment on dates specified by WJEC during the first half of the Spring term in the final year of the course
- This unit requires applicants to read a stimulus sheet from WJEC and discuss the content with a partner (6-8 minutes) or in a group of three (8-10 minutes)
- Candidates can make notes and discuss with a partner/group of three during the 10 minutes preparation time.

The assessment will consist of three parts conducted in the following order:

- i. look at a stimulus sheet. There will be 10 minutes to prepare and candidates will be allowed to use any notes made during this session in the assessment
- ii. a group discussion on the content of the stimulus
- iii. express an opinion on the content of the stimulus sheet.

This unit will be marked by the Centre, and moderated by WJEC.

## 4 MALPRACTICE

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

Information regarding malpractice is available in our [Guide to preventing, reporting and investigating malpractice](#).

All cases of suspected or actual malpractice must be reported immediately to WJEC ([malpractice@wjec.co.uk](mailto:malpractice@wjec.co.uk)). If candidates commit malpractice, they may be penalised or disqualified from the examinations.

In all cases of malpractice, centres are advised to consult the JCQ booklet [Suspected Malpractice: Policies and Procedures](#).

## 5 TECHNICAL INFORMATION

### 5.1 Making entries

This is a linear qualification in which all assessments must be taken at the end of the course. Non-examination assessed units can be completed earlier in the course but must be submitted at the end of the course.

Assessment opportunities will be available in the summer series until the end of the life of this specification. Summer 2027 will be the first assessment opportunity.

A qualification may be taken more than once. Candidates must resit all examination units in the same series.

Candidates who resit examination units can carry forward the marks they received for non-examination assessed units from the first time they attempted the qualification.

Marks for non-examination assessment may be carried forward for the life of the specification. If a candidate resits an NEA unit (rather than carrying forward the previous NEA mark), it is the new mark that will count towards the overall grade, even if it is lower than a previous attempt (unless the mark is absent).

The entry code appears below.

	Entry code
<b>WJEC GCSE Core Cymraeg</b>	3040CS

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

### 5.2 Grading, awarding and reporting

GCSE qualifications are reported on an eight point scale from A\*-G, where A\* is the highest grade. Results not attaining the minimum standard for the award will be reported as U (unclassified).

## Appendix A: Language elements

- adverbs
- time and dates
- adjectives (for example feminine and masculine forms, plural forms, qualifying adjectives, similes, comparing adjectives)
- prepositions (for example simple prepositions, rules of common mutations, prepositions and verbs, conjugating the most common prepositions)
- verbs – using a variety of verb tenses and persons (for example the present tense, the perfect tense, the imperfect tense, the future, the regular and irregular past tense, the conditional tense, defective verbs, the imperative)
- questions
- greetings
- clauses
- conjunctions
- nouns
- common idioms
- pronouns
- numerals and ordinals
- idiomatic structures
- mutations (for example the most common soft, nasal and aspirate mutations)
- articles.

## Appendix B: Opportunities for embedding elements of the Curriculum for Wales

Curriculum for Wales Strands	Unit 1	Unit 2	Unit 3	Unit 4
Cross-cutting Themes				
Local, National & International Contexts	✓	✓	✓	✓
Sustainability aspect of Local, National and International Contexts	✓	✓	✓	✓
Relationships and Sexuality Education	✓	✓		✓
Human Rights	✓	✓	✓	✓
Diversity	✓	✓	✓	✓
Careers and Work-Related Experiences	✓	✓	✓	
Cross-curricular Skills - Literacy				
Listening	✓	✓	✓	✓
Reading	✓	✓	✓	✓
Speaking	✓	✓	✓	✓
Writing			✓	✓

Curriculum for Wales Strands	Unit 1	Unit 2	Unit 3	Unit 4
Cross-curricular Skills - Numeracy				
Developing Mathematical Proficiency		✓	✓	
Understanding the number system helps us to represent and compare relationships between numbers and quantities		✓	✓	
Learning about geometry helps us understand shape, space and position and learning about measurement helps us quantify in the real world				
Learning that statistics represent data and that probability models chance helps us make informed inferences and decisions	✓	✓	✓	
Digital Competence				
Citizenship	✓	✓	✓	✓
Interacting and Collaborating	✓	✓	✓	✓

Curriculum for Wales Strands	Unit 1	Unit 2	Unit 3	Unit 4
Producing			✓	✓
Data and Computational Thinking		✓	✓	
Integral Skills				
Creativity and Innovation	✓	✓	✓	✓
Critical Thinking and Problem Solving	✓	✓	✓	✓
Planning and Organisation	✓	✓	✓	✓
Personal Effectiveness	✓	✓	✓	✓