

LEVEL 2

WJEC Level 2 Award in Additional Core Cymraeg

Approved by Qualifications Wales

Specification

Teaching from 2025

For award from 2027

Version 3 - October 2025



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

Made for Wales.
Ready for the world.

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

- [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 [Level 2 in Additional Core Cymraeg](#) which sets out the subject specific requirements for Level 2 Award qualifications in Additional Core Cymraeg from September 2025 and beyond.

SUMMARY OF AMENDMENTS

Version	Description	Page number
2	Terminal rule change	21
3	Add sentence below the heading 5.1 Entries and Award ‘Only learners who have achieved GCSE Core Cymraeg or are entered for GCSE Core Cymraeg can take this qualification’.	21

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LEVEL 2 AWARD IN ADDITIONAL CORE CYMRAEG

SUMMARY OF ASSESSMENT

Unit 1: Speaking and Listening – Communication and Interaction

Examination via video conferencing

50% of qualification

50 marks

There will be assessment opportunities for this unit in January and June.

- **Section A-** 6-8 minute discussion for pairs; 8-10 minutes for a group of three (10 minutes to prepare) based on a stimulus from WJEC
- **Section B-** Individual 4-5 minute discussion with the examiner on a topic of personal interest

The unit will be graded Pass, Merit or Distinction.

Unit 2: Reading and Writing – Cymraeg a Fi

Non-examination assessment

50% of qualification

40 marks

There will be an assessment opportunity for this unit in June.

This individual research will assess learners on a topic of personal interest which is linked to the title **Cymraeg a fi**.

- **Task 1-** Critical response to research and analysis
- **Task 2-** Creative and imaginative response

The assessment will involve **two tasks** with a low level of control and the number of words must be between **800 and 1000** in total.

The use of dictionaries, reference books, literary and visual texts and any other relevant media is permitted.

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

The unit will be graded Pass, Merit or Distinction.

This qualification is unitised.

The qualification will not be tiered.

Assessment opportunities will be available in January and June for Unit 1 and in June for Unit 2. Unit 1 will first be available in January 2027 and Unit 2 in June 2027.

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

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Candidates who complete both units and meet a combined threshold mark for passing the qualification will receive a certificate with an overall qualification level grade of Pass, Merit or Distinction.

Candidates will not be required to pass each unit to achieve a qualification grade.

Candidates who successfully complete a unit will receive a unit certificate with a Pass, Merit or Distinction grade.

Qualification Approval Number: C00/4968/3

LEVEL 2 AWARD IN ADDITIONAL CORE CYMRAEG

1. INTRODUCTION

1.1 Aims

The Level 2 Award in Additional Core Cymraeg qualification supports learners to:

- further develop their skills to listen, view and read a variety of texts and media, understanding and interpreting their meaning and messages
- extend their knowledge and understanding of the vocabulary, grammar and structure of Cymraeg
- use Cymraeg authentically and correctly in a variety of situations and contexts, communicate clearly and express views and opinions in an appropriate manner
- strengthen their awareness and experience of everyday use of Cymraeg

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

1.2 Curriculum for Wales

This Level 2 qualification in Additional Core Cymraeg 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 Experience.

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 A provides a simple mapping, and information to support teachers will be provided in the Guidance for Teaching.

We have also considered where the qualification can generate opportunities for integrating the learning experiences noted on page 15; the Guidance for Teaching will include further information on integrating these learning experiences.

The Level 2 Award in Additional Core Cymraeg qualification will support the Curriculum for Wales by:

- supporting the principles of progression¹ 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 their own languages work
 - 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 development² 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 Welsh
 - hear, view and read rich and varied Welsh
 - provide suitable and sufficient opportunities for learners to use their Welsh purposefully in an authentic context.
- supporting the statements of what matters for Languages, Literacy and Communication³ by giving learners opportunities to:
 - develop their understanding, their 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.

The construct of the Level 2 Award in Additional Core Cymraeg qualification is based on the Welsh Government subject specific considerations⁴ and statements of what matters for Languages, Literacy and Communication⁵:

- 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, see and read material which is rich and diverse in Cymraeg
- develop linguistic skills in order to use Cymraeg in a confident manner.

¹ [Languages, Literacy and Communication; Principles of progression – Hwb \(gov.wales\)](#)

² [Languages, Literacy and Communication; Designing your curriculum – Hwb \(gov.wales\)](#)

³ [Languages, Literacy and Communication; Statements of what matters – Hwb \(gov.wales\)](#)

⁴ [Languages, Literacy and Communication; Introduction – Hwb \(gov.wales\)](#)

⁵ [Languages, Literacy and Communication; Statements of what matters – Hwb \(gov.wales\)](#)

1.3 Prior learning and progression

The qualification was designed for learners between the ages of 14 and 16 in English-medium settings who are progressing well in their study of GCSE Core Cymraeg and are ready to progress further along the Cymraeg continuum. It therefore builds on the conceptual understanding that learners have developed through their learning from ages 3-14 and by studying GCSE Core Cymraeg. Learners who have undertaken a Welsh (first language) programme of study up to the end of year 9 cannot be entered for this qualification. Only learners who have achieved GCSE Core Cymraeg or are entered for GCSE Core Cymraeg can take this qualification.

The qualification allows learners to develop a strong foundation of knowledge, skills and understanding in relation to the Welsh language which supports progression to post-16 study and prepares learners for life, learning and work.

1.4 Guided Learning Hours

The Level 2 Additional Core Cymraeg qualification has been designed to be delivered within 40-60 guided learning hours. The units have been designed to be delivered within 20-30 guided learning hours.

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).

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 AND INTEGRATION OF LEARNING EXPERIENCES AND SKILLS

How to read the amplification

The further information provided in the right-hand column uses the following two 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 – Communication and Interaction

Examination via video conferencing

50% of qualification

Set and marked by WJEC

50 marks

20-30 guided learning hours.

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
- communicate and interact with the examiner and the group
- convey information, expressing and justifying opinions using a variety of language patterns and different verb tenses
- ask and respond effectively to questions
- demonstrate understanding of oral language
- understand the main message, specific details and different viewpoints
- use an appropriate register and articulate clearly
- further develop their confidence in speaking by using language in authentic and relevant contexts
- 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
- application of knowledge and understanding.

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 stimulus and discuss as a group. The individual element of the assessment will give learners the opportunity to discuss a topic of interest.

Areas of content

1.1					
Contents	Further information				
1.1.1 Speaking	<p>In this unit learners will develop knowledge, skills and understanding in:</p> <p>1.1.1 Speaking 1.1.2 Listening 1.1.3 Responding and Interacting</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; vertical-align: top; padding: 5px;">Contents</td><td style="width: 85%; vertical-align: top; padding: 5px;">Further information</td></tr> <tr> <td style="vertical-align: top; padding: 5px;">1.1.1 Speaking</td><td style="vertical-align: top; padding: 5px;"> <p>Learners should be able to use Cymraeg with others in a spontaneous and confident way.</p> <p>Learners should be able to build on what they have already learned within the GCSE Core Cymraeg course by:</p> <ul style="list-style-type: none"> • using a variety of sentences • asking and responding effectively to questions • expressing and justifying opinions • using language patterns and different verb tenses to convey information. <p>Learners should be able to respond to a main message, specific details and different viewpoints.</p> <p>Learners should be able to communicate and interact naturally with the examiner and the group.</p> <p>Learners should be able to use a variety of language patterns when applying different skills. They will be expected to demonstrate development from what was achieved in GCSE Core Cymraeg by further developing the understanding and use of the language elements listed in Appendix A.</p> </td></tr> </table>	Contents	Further information	1.1.1 Speaking	<p>Learners should be able to use Cymraeg with others in a spontaneous and confident way.</p> <p>Learners should be able to build on what they have already learned within the GCSE Core Cymraeg course by:</p> <ul style="list-style-type: none"> • using a variety of sentences • asking and responding effectively to questions • expressing and justifying opinions • using language patterns and different verb tenses to convey information. <p>Learners should be able to respond to a main message, specific details and different viewpoints.</p> <p>Learners should be able to communicate and interact naturally with the examiner and the group.</p> <p>Learners should be able to use a variety of language patterns when applying different skills. They will be expected to demonstrate development from what was achieved in GCSE Core Cymraeg by further developing the understanding and use of the language elements listed in Appendix A.</p>
Contents	Further information				
1.1.1 Speaking	<p>Learners should be able to use Cymraeg with others in a spontaneous and confident way.</p> <p>Learners should be able to build on what they have already learned within the GCSE Core Cymraeg course by:</p> <ul style="list-style-type: none"> • using a variety of sentences • asking and responding effectively to questions • expressing and justifying opinions • using language patterns and different verb tenses to convey information. <p>Learners should be able to respond to a main message, specific details and different viewpoints.</p> <p>Learners should be able to communicate and interact naturally with the examiner and the group.</p> <p>Learners should be able to use a variety of language patterns when applying different skills. They will be expected to demonstrate development from what was achieved in GCSE Core Cymraeg by further developing the understanding and use of the language elements listed in Appendix A.</p>				

1.1.2 Listening	<p>Learners should be able to demonstrate understanding of oral language when listening to one or more speakers in various situations. They will have to</p> <ul style="list-style-type: none"> • listen to the rest of the group / their partner during oral discussions • respond orally to the external examiner's questions during the exam. <p>Learners should understand the main message, specific details and different viewpoints.</p>
1.1.3 Responding and Interacting	<p>Learners should be able to use Cymraeg with the examiner; within the group and individually; in a spontaneous and confident way.</p> <p>Learners should be able to respond to the examiner by:</p> <ul style="list-style-type: none"> • using a variety of sentences • asking and responding effectively to questions • expressing and justifying opinions • using language patterns and different verb tenses to convey information.

Unit 2

Reading and Writing – Cymraeg a Fi

Non-examination assessment

50% of qualification

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

40 marks

20-30 guided learning hours

Overview of the unit

The purpose of this unit is to:

- enable learners to develop their writing and independent reading skills in Cymraeg
- use a variety of language patterns and different verb tenses
- understand and respond to different types of written language in different forms, written for a variety of purposes and audiences
- show understanding of the main message, the main points, specific details and different viewpoints via a variety of long and short, simple and complex written texts, using different verb tenses.
- think creatively and to be imaginative when applying their skills
- 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:

- analysis
- application of knowledge and understanding
- creative skills.

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

- Cynefin
- Identity
- Culture

There will be two tasks in this unit based on the title “**Cymraeg a Fi**”. One task will have a **creative** focus while the other task will focus on **research and analysis**. For the research and analysis task, learners will be required to carry out individual research. This individual research will assess learners on a topic of personal interest which is linked to the title ‘**Cymraeg a Fi**’.

Areas of content

2.1

In this unit, learners will gain knowledge and understanding of the following areas:

- 2.1.1 Independent reading and writing
- 2.1.2 Use of language and grammar
- 2.1.3 Understanding main messages and points, specific details and viewpoints in a variety of topics in different forms.

Contents	Further information
<p>2.1.1 Independent reading and writing</p>	<p>Learners should be able to find information independently in order to complete the written tasks</p> <p>Learners should understand the main message, specific details and different viewpoints from various sources</p> <p>Learners should be able to communicate meaning in a variety of contexts by using two of these forms of writing:</p> <ul style="list-style-type: none"> • review • speech • blog • diary • article • podcast • portrayal • script • story <p>Learners should be able to use a variety of strategies to summarise, combine, compare and analyse information to demonstrate a wider understanding of topics.</p> <p>Learners should be able to write in an extended and coherent manner in order to convey facts, ideas and opinions for different purposes – including:</p> <ul style="list-style-type: none"> • critical response to research and analysis • creative and imaginative response
<p>2.1.2 Use of language and grammar</p>	<p>Learners should be able to use language effectively to communicate their own ideas and viewpoints. They will be expected to demonstrate a development from what was achieved in GCSE Core Cymraeg by further developing their understanding and use of the language elements listed in Appendix A.</p> <p>Learners should be able to use language and grammar that includes a wide variety of language patterns and the use of different verb tenses, building on the skills, knowledge and understanding developed in the Core Cymraeg qualification.</p>
<p>2.1.3 Understanding main messages and points, specific details and viewpoints in a variety of topics in different forms</p>	<p>Learners should be able to make decisions by researching, evaluating and criticizing viewpoints in what they hear, read and see for the research and analysis task.</p>

Integrating learning experiences

Building on the learning that takes place within GCSE Core Cymraeg, there will be opportunities to develop the following learning experiences with the Level 2 Award in Additional Core Cymraeg (experiences are not directly assessed):

- explore the value of the Welsh language, its literature and culture, and its use in society, in the context of Wales and beyond
- explore the diverse nature of Welsh citizenship and its cultures, including Black, Asian and minority ethnic viewpoints
- engage with local/national organisations which promote/use Cymraeg
- explore a variety of factual and/or literary reading materials and various forms
- develop learners' confidence in speaking by communicating with a variety of familiar and unfamiliar individuals within their community and/or the wider Welsh-speaking community
- write in an extended manner, including drafting and refining work
- explore the holistic and complementary nature of speaking, listening, reading and writing through the use of language in authentic and relevant contexts
- link appropriately with other parts of the curriculum in order to develop and strengthen the bilingual and multilingual skills of learners
- develop cross-curricular and integral skills.

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. See **Appendix B** for opportunities to discuss and develop the cross-cutting themes, cross-curricular skills and holistic skills.

3 ASSESSMENT

3.1 Assessment objectives and weightings

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

AO1 – Understanding and Response

- understand and respond to a range of written texts, selecting and evaluating relevant points to illustrate and support interpretations and develop ideas
- explain links within written texts and oral communication, using appropriate terminology and supporting opinions with appropriate details
- 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
- listen attentively; respond in a sensible / intelligent manner by raising questions and developing relevant viewpoints and ideas in a balanced way.

AO2 – Expression and Communication

- communicate clearly by correctly and confidently using forms, vocabulary and techniques in different contexts, thus engaging the listener
- interact, summarize and draw balanced conclusions
- 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, punctuation and spelling
- write in an accurate and clear manner, demonstrating a range of language resources.

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

	AO1	AO2	Total
Unit 1	25%	25%	50%
Unit 2	25%	25%	50%
Overall weighting	50%	50%	100%

3.2 Assessment arrangements

Unit 1

Assessment for this unit will be through an external examination using video conferencing. Assessment opportunities will be available in January and June for this unit.

Prior to the examination, candidates are expected to have selected a reading extract for Section B that will coincide with their chosen topic. The centre must ensure that the form containing information about the chosen piece for Section B is submitted to WJEC by a specified date.

Section A- Discussions in pairs/groups of three

- Each paper will have a choice of two topics. The topics will be chosen by WJEC based on the 3 broad themes of Cynefin, Culture and Identity.
- There will be up to 10 minutes to prepare for this task. Learners can make notes and discuss with a partner/group during this period. Before leaving the examination room learners must give the preparation sheet and any notes made during the 10 minutes to the teacher supervising the test.
- 6-8 minute discussion for pairs; 8-10 minutes for a group of three.
- Learners will be expected to discuss in a spontaneous way within their group and to communicate and interact with the examiner.

The examiner's role

- stimulate a discussion by asking questions
- encourage a change in the direction of the discussion

Section B- Individual discussion with an external examiner

Each candidate is asked to choose a topic of personal interest to discuss with the examiner.

- Following the group / pair discussion (Task 1), each candidate will be examined individually and will interact with the examiner for 4 – 5 minutes
- The discussion is expected to introduce elements of the learner's topic of interest including personal and relevant comments in doing so
- When listening and discussing, the examiner should understand the topic in question and be aware of the candidate's attitude towards the topic

The examiner's role

- stimulate a discussion by asking questions
- encourage a change in the direction of the discussion

Candidates are not permitted to use dictionaries or any other resources in any part of the examination.

For this unit, there will be 25 marks for AO1 Understanding and Response, and 25 marks for AO2 Expression and Communication.

The unit will be graded Pass, Merit or Distinction.

Unit 2

Assessment of this unit will be by non-examination assessment linked to the title '**Cymraeg a fi**'. The work must be created and saved digitally. This unit will be assessed in June.

Assessment arrangements:

- The assessment will be set by WJEC, marked by the centre and moderated by WJEC. Tasks for Unit 2 will be static.
- The assessment will involve **two** tasks under a low level of control and the number of words must be between **800 and 1000** in total.
- One task will have a **creative** focus while the other task will focus on **research and analysis** linked to the title **Cymraeg a fi**. Both pieces focus on introducing topics that are of interest to the candidate.
- Learners should write in an extended and coherent manner in order to convey facts, ideas and opinions for different purposes:

Task 1- Critical response to research and analysis

Task 2- Creative and imaginative response

- Two of the following forms of writing must be included:
 - review
 - speech
 - blog
 - podcast
 - diary
 - article
 - portrayal
 - script
 - story
- The use of dictionaries, reference books, literary and visual texts and any other relevant media is permitted.
- Candidates must keep a list of all sources used for Task 1.
- Both tasks will be marked out of 20 marks each (10 marks for AO1 Understanding and Response and 10 marks for AO2 Expression and Communication)
- The unit will be graded Pass, Merit or Distinction.

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 Level 2 in Additional 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). 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 Entries and Awards

Only learners who have achieved GCSE Core Cymraeg or are entered for GCSE Core Cymraeg can take this qualification.

This is a unitised qualification. Learners are entered for each unit separately.

Unit 1 will be available in January and June 2027 (and each year thereafter). Unit 2 will be available in June 2027 (and each year thereafter) and the qualification will be awarded for the first time in summer 2027.

Pre-16 Candidates (i.e. candidates who are 16 or under on 31st August in the academic year in which they were entered)

Candidates may resit an individual unit once only. The better uniform mark score from the two attempts will be used in calculating the final overall grade.

If any unit has been attempted twice and a candidate wishes to enter the unit for the third time, 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 the exam unit, which is unit 1, taken prior to the fresh start can be used in aggregating the new grade(s).

Marks for the non-examination assessment, which is unit 2, may be used for the life of the specification.

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

Post-16 Candidates (i.e. candidates who are 16 or over on 1st September in the academic year in which they are entered)

There is no limit on the number of times a candidate can resit an individual unit; however, the better uniform mark score from the most two recent attempts will be used in calculating the final overall.

The 'fresh start' rule does not apply to post-16 candidates.

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 in the final resit series.

Marks for non-examination assessment, which is unit 2, may be used for the life of the specification.

The entry codes appear below:

		Entry codes
		Welsh medium
Unit 1	Speaking and Listening – Communication and Interaction	5042U1
Unit 2	Reading and Writing – Cymraeg a Fi	5042U2
WJEC Level 2 Award in Additional Core Cymraeg		5042QA

5.2 Grading, awarding and reporting

This qualification is reported on a scale of Pass, Merit or Distinction. Learners who successfully complete a unit will receive a unit certificate with a Pass, Merit or Distinction grade.

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

	Raw Max Marks	UMS Max Marks	Distinction	Merit	Pass
Unit 1	50	100	80	60	40
Unit 2	40	100	80	60	40
Total	-	200	160	120	80

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
Local, National & International Contexts	✓	✓
Sustainability aspect of Local, National and International Contexts	✓	✓
Relationships and Sexuality Education	✓	✓
Human Rights	✓	✓
Diversity	✓	✓
Careers and Work-Related Experiences	✓	✓
Listening	✓	
Reading	✓	✓
Speaking	✓	
Writing		✓
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	✓	✓
Citizenship	✓	✓
Interacting and Collaborating	✓	

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