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# **GCSE EXAMINER'S REPORTS**

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**WELSH SECOND LANGUAGE**

**SUMMER 2022**

Grade boundary information for this subject is available on the WJEC public website at:  
<https://www.wjecservices.co.uk/MarkToUMS/default.aspx?l=en>

### **Online Results Analysis**

WJEC provides information to examination centres via the WJEC secure website. This is restricted to centre staff only. Access is granted to centre staff by the Examinations Officer at the centre.

### **Annual Statistical Report**

The annual Statistical Report (issued in the second half of the Autumn Term) gives overall results for all examinations administered by WJEC.

## Unit 1

### General Certificate of Secondary Education

SUMMER 2022

#### 2022 Arrangements

This year, Unit 1 was for those with cash-in as part of Pathway A as a result of the adaptations which were made (Unit 1, Unit 3 and Unit 4). Fewer centres had chosen this pathway than Pathway B (Unit 2, Unit 3 and Unit 4).

#### General comments

Following the challenges of the past two years, this year candidates were required to sit one of the oral units only. The lack of constant contact with the language during the lockdowns had undoubtedly raised concerns, but we would like to thank all the centres for their efforts and perseverance in trying to prepare and assess candidates under different circumstances to normal. There were excellent examples of confident and lively discussions and it must also be noted that the vast majority of candidates showed mature qualities when discussing, a willingness to co-operate and a desire to succeed.

The aim of the unit is to nurture new Welsh speakers who can use the language naturally and purposefully rather than regarding learning Welsh as an academic subject only. We very much hope therefore that with the arrival of the Curriculum for Wales and as the journey towards normality continues in our schools, that this aim will be realised as we move to the future and the government's target to reach a million speakers by 2050.

#### Comments on individual questions/sections

Firstly, reference must be made to a few administrative points which can make an enormous difference to the performance of candidates and also to the moderation process. WJEC asks centres to upload the candidates' forms and to complete the forms carefully in order of merit with the information for all members of the sample provided clearly and correctly. Unfortunately, this is not the reality this year and missing marks, incomplete forms and incorrect information often led to difficulties. At times it was not clear which task was being referred to and the length of recordings varied greatly. The expected length had been reduced this year but it was not possible to reward higher levels for a discussion lasting a minute and a half.

The quality of a number of the samples was also unacceptable and background noise had a negative effect on the flow of the conversation and the confidence of some candidates. The assessment is expected to be held in an appropriate room without interference. The same consideration must be given to oral assessments as the reading and writing exams.

Twelve stimuli were provided once again this year and each clip provided a cross-section of sub-topics in order provide different options for the candidates to discuss. This year, centres were given the freedom to choose their clips from the twelve within the assessment period rather than keeping to the specific dates for specific papers. This gave them the freedom to choose appropriate contexts for the groups which is what happened in the majority of cases. However, there were a few examples of lower ability groups who struggled to discuss topics such as the problems of young people or the environment rather than being given the opportunity to discuss familiar topics such as leisure or holidays in Wales perhaps. We fully understand that centres have limitations to consider and that it was not practical to offer a wide choice at times, but choosing the best topic for the groups is vital in order to give each candidate a fair chance.

The use of the grid also varies from centre to centre, but coaching candidates to use it skilfully is more important than ever. The best candidates used the grid as a basis for their discussion and in order to ensure that they referred in full to the most important points in the video clip. The clip provides practical support in terms of vocabulary and phrases as well as giving structure to the discussion and ensures that candidates discuss the topic in question. This was possibly the main weakness of the assessments this year because a number of groups, and even centres in some instances, began the topic without referring at all to the grid, and then drifted to discuss a topic of their own choice. This is not acceptable and it certainly does not meet the requirements of the criteria. The aim of this unit is to discuss a specific topic and not a topic which has been prepared before hand. A number of candidates lost important marks for listening as they had not spent time referring to the video clip and demonstrating their understanding of the content.

Once again this year, the role of the teacher during the assessment cannot be overemphasised. A good teacher can lead groups to discuss in more detail and to keep to the topic in question. He/she can praise special efforts, encourage the unwilling learner and ensure that everyone is given an opportunity to show their potential. There were examples this year of teachers interfering unnecessarily or even not saying a word when there were obvious problems within the pair / group. There were other examples where the teacher asked questions which were completely irrelevant to the topic of discussion which totally confused the candidates. Finally, there was a tendency for many to over-translate rather than simplify or paraphrase, and some spoke English only to the candidates, which is an extremely sad situation.

It must also be remembered that only ten minutes preparation time is permitted, and this includes watching the video clip. We take this into account when moderating and it would be unfair therefore for centres to allow additional time if they consider that time is limited. There were examples this year of groups behaving as though they were reading scripts and the mispronunciation and lack of attention to punctuation strengthened this view. There is an opportunity to make notes during the ten minutes but creating a script takes much longer and this is unfair to the remainder of the candidates.

The quality of the language spoken by candidates varied greatly and a number used a range of syntax, verb tenses and persons confidently and intelligently. Others were uncertain when changing the tenses, had a limited vocabulary and were unable to extend the conversation or opinion. The use of idioms varied also, many used them intelligently but other listed them in an unnatural way which made the discussion sound odd in places. Using a phrase such as “man a man a mwnci” several times during a five minute conversation does not in itself make a natural conversation!

It was felt that there was a lack of internal moderation in a number of centres this year and serious consideration must be given to the logic behind this. Is lack of time or the specific requirements which are to blame? The situation undoubtedly caused problems for centres later on when we asked for additional samples which creates extra work for the individual centre. We are aware of this and we beg you in the future to take time to moderate internally as a centre in order to ensure consistency and prevent any further problems. Also, take advantage of the opportunity to share good practice in order to ensure that your marks reflect the requirements of the criteria in the marking scheme.

As has already been noted, the aim of this unit is to strengthen the need to create Welsh speakers. We are not looking for perfection, rather the desire and the effort to speak in a spontaneous and meaningful way with others in Welsh, to present and exchange information and to express and form an opinion intelligently. It is pleasing to see the potential clearly once again this year, and to see that the days of mindless off by heart learning are disappearing.

## Summary of the main points

- Ensure that candidates are given opportunities to practice the requirements of the oral units during the first years of their secondary school career, using a wide range of contexts in order to provide the necessary breadth and variety.
- Ensure that candidates discuss the content of the video clip consistently throughout the assessment in order to gain the listening marks, using the grid intelligently and purposefully, and extending the discussion to express an opinion and personal information.
- Ensure that the role of the teacher is clear to every member of the assessment team using the examples provided by WJEC in order to consolidate the different methods of action.
- Ensure increasing use of extended sentence patterns as well as idioms and suitable connective words in order to develop the linguistic skills and build the confidence of the candidates to use Welsh orally.
- Ensure that internal moderation is part of the assessment process in order to ensure fairness to the candidates and also every member of the department.

**Unit 2**  
**General Certificate of Secondary Education**  
**SUMMER 2022**

**2022 Arrangements**

This year, Unit 2 was for those with cash-in as part of Pathway A as a result of the adaptations which were made (Unit 2, Unit 3 and Unit 4). More centres had chosen this pathway than Pathway A (Unit 1, Unit 3 and Unit 4).

**General comments**

Due to the increase in COVID-19 cases leading up to the examination period and the requirement to self-isolate, some centres expressed concerns about being able to complete all the oral assessments within the specified three-day window and as a result further adaptations were made. The window in which the Unit 1 and Unit 2 assessments could be taken was extended to enable candidates and/or teachers who were self-isolating to complete the assessment. Some of the regulations were also relaxed so that centres could decide which assessment to use in any particular session.

Centres were given permission to schedule either or both assessments any time between 30 March and 8 April 2022.

I would firstly like to thank the centres for their hard work. I'm sure that preparing and teaching learners was not an easy task during this challenging period and teachers must be praised for their perseverance and for supporting the pupils. Although the tumultuous period has challenged us in many ways, our continued aim was to give every candidate an opportunity which would enable them to develop skills and strategies to learn the language confidently. This often meant that candidates had to adapt to learn in a number of different ways, including remote learning. It also meant that teachers had to be resourceful when dealing with difficulties on an almost daily basis.

**Administrative**

Following the lack of formal assessments for two years it was necessary to refamiliarise with the requirements of the unit and methods of assessment. It was necessary to revisit the three broad themes and the way in which the triggers are introduced. Candidates are expected to respond to various materials on a trigger sheet such as graphs, pictures, stimuli, statistics, short reading texts etc. Eighteen of these triggers are provided across six papers during the assessment period. In addition, centres must upload candidates' work on Surpass one group at a time in the sample.

Firstly, therefore, reference needs to be made to the Surpass system. In order to facilitate the moderation process, every aspect of this system must be checked. Firstly, it must be ensured that the marking sheets are completed correctly. It is vital that the names and marks of every member of the groups are included on these sheets, in order of merit. This did not happen in every case. There were also examples of centres failing to include the marking sheet which meant that the moderation process was stopped, the centre was asked for the sheet and then the moderation process was restarted. It also facilitates the work of the moderator if recordings are also uploaded in order of merit / order of the sample, following the instructions noted on the marking sheet. This was done for the majority of the work.

Guidelines are also provided for the recording itself. It is expected that that name and number of the centre will be heard at the beginning of each recording as well as the names and numbers of the candidates. With few exceptions, this was the case this year. In order to facilitate the assessment process candidates are asked to introduce themselves so that the moderator can recognise the voices when listening to the conversation. Unfortunately, this did not always occur. Some candidates gave their names “ ..... ydw i,” and others gave a three-minute presentation. Two or three sentences are sufficient.

The test and the task must be noted at the beginning of the recording. These details are noted clearly on the front page and inside pages of each test. By failing to do this, the work of the moderators is complicated greatly as they must often try to guess which triggers are being discussed. Unfortunately, this year there were several examples of this. It is easy to adopt the habit of noting these details immediately after the candidates have introduced themselves. It would be a natural starting point to begin the assessment.

## **Comments on individual questions/sections**

### **Contents**

As seen in the specification and the marking/band scheme, this unit's emphasis is on communication and interaction and this was no different this year. Candidates are expected to show this when speaking and listening and marks are credited for the two skills separately. You should ensure that you familiarise yourself with the requirements of the marking scheme/bands and that you use the criteria in the marking scheme/bands when carrying out oral work in lessons. There were several examples this year where marks for AA1 Listening and AA2 Talking were far too generous. For the highest bands, it's not enough for them to say that they agree/disagree with another member of the group. The best candidates should be able to ask each other's opinion, add to other comments and also use a wide range of simple language patterns correctly. There is also an emphasis on the ability to use a range of different verb tenses. It is encouraging to note that there was evidence of this within the higher bands. It was also pleasing to hear a significant number of the lower bands make an effort to show that they can use some strategies to support and hold a conversation. Across the bands, young people were heard communicating and although the language was not perfect, it was a joy to hear their enthusiasm and confidence.

Among the eighteen triggers which were provided, the most popular were those which were based on school, sports, the area, leisure time, friends and smoking and alcohol. Remember the importance of choosing the correct text for the whole group and more importantly, remember to take every opportunity for candidates to practice these topics in groups in their lessons. The best groups heard in terms of interaction were clearly accustomed to this activity and were also familiar with the new structure of the trigger sheet and referred to the sheet constantly. Unfortunately, this year there were more instances where candidates hardly referred to the trigger sheet but choose instead to discuss the subject in general. Although the conversation was good on many occasions, it must be remembered that punishment is necessary if there are no references to the sheet at all. Although I have noted on several occasions the core questions which could be used when questioning: “Beth sy yn y lluniau?”, “Beth mae'r graff yn dangos?”, “Beth mae'r bocys yn dweud?”; it must be remembered that the candidates must then elaborate on this by expressing an opinion or giving examples of their own experience. This year, many candidates noted literally what could be seen on the sheet and then moved on to the next point.

I would like to emphasize once more that the role of the teacher in this assessment is vital. Teachers who know their children are able to move the discussion forward and show the groups at their best. Teachers can ensure that all members of the group are given a chance to express themselves by asking a few questions when the group is quiet or the conversation begins to drift. As noted previously, the teacher's role is to ensure that candidates make the best use of the trigger sheet by discussing the different elements. Take care to ensure that you are not translating unnecessarily rather than simplifying the Welsh or paraphrasing the question. Remember that examples of questions are available to use or adapt in the 'Teacher's Copy'.

This year for the first time, there were a few examples of two teachers asking questions together. It must be asked if this is the way forward because from listening to these samples one can imagine that it could confuse the candidates. If the teacher was present due to the needs of a particular candidate then this should be noted when uploading the work and the marking sheet on Surpass.

## **Summary of the main points**

### **Targets**

- It must be ensured that candidates are using the trigger sheet as a starting point for their discussion and that they continue to refer to the elements on the sheet throughout the conversation. They are expected to elaborate but this should arise from the text on the trigger sheet.
- The role of the teacher in assessing this unit needs to be looked at again. It would be beneficial for departments to discuss this element as the style of assessing differs greatly even within the same centre.
- As teaching returns to the usual routine it should be ensured that the skills which are required for Unit 2 are presented across the learning years. The interaction skills should be taught and used with groups from year 7 onwards. By doing this the candidates will have become very familiar with the routine by year 10 / 11 and will be able to show themselves to be bold and confident on their own level.
- It must be ensured that candidates are given an opportunity to use a wide range of language patterns which encompass the different verb tenses. Even so, these should be introduced across the key stages so that pupils understand how to adapt them confidently to various situations.
- The need for internal moderation should be a core element of the work of every department. This would be a way to ensure consistency within the department, share good practice and also provide training for new / less experienced teachers. This element is vital before introducing Unit 2 samples in order to avoid any problems.



## Unit 3

### General Certificate of Secondary Education

SUMMER 2022

#### General comments

This was the second opportunity to assess the reading and writing skills within this specification, and the variety in terms of questions and assessment methods was evident from the start. The paper is untiered but ensures that every question is accessible to all pupils. This is important and ensures that candidates are given an opportunity to be daring and succeed in answering simple, easy and challenging questions in order to achieve their full potential.

#### Comments on individual questions/sections

##### Question 1

###### A1

This was a simple question to gain confidence at the beginning of the exam, and was a matter of linking short adverts with the relevant images. The vast majority completed the task successfully and without any difficulty. The only difficulty at times was the inability of candidates to follow the instructions in the question, namely to "tick" the images. There were examples of numbering, drawing lines and labelling. Candidates need to be coached to read the questions carefully in the future, particularly because deviating from the requirements can create problems when marking digitally.

##### Question 2

###### A2

Once again, the majority succeeded in completing the information grid correctly. It was surprising to see that a few had confused "gwefan" and "lleoliad", titles which have been used several times during training and in examples of tasks; they are also titles which are so valid in a form.

##### Question 3

###### A3

The majority had once more responded positively to this question and the multiple choice method of assessment has now secured its place in the preparations of the centres. Candidates were required to interpret the relevant information about the company from north Wales, Llaeth y Llan. They needed to understand the size of the company, the number of workers, the location and history of the company as well as its current situation.

A few questions were challenging but it must be remembered that this is a untiered paper and every question must provide variety in terms of challenge also in order to test the whole ability range. There was some ambiguity in comprehending the question "sawl" even though the difficulties which candidates have had with this question have been discussed several times during the past few years. A few candidates were also unsure of the use of "llai" and "mwy" which have also been discussed several times. Finally, there is also a tendency perhaps to categorise vocabulary which means that when candidates see the names of countries outside a topic such as holidays they do not recognise the words and are unable to respond to them. As a result, Ffrainc, Lloegr and Prydain caused difficulties for some at the end of this question.

#### **Question 4**

##### **A4**

Responding to statistics has often appeared as part of the requirements of the different units, and an information grid was included here containing popular foods in Wales between 2017 and 2019.

The first step was for candidates to decide if a series of comments were correct or not and it is pleasing to note that only a minority failed to gain good marks on the correct /incorrect grid. The only difficulty was the word “mwy” as in the previous question. It was clear that candidates had understood the nature of the task and had interpreted the information with little difficulty overall.

The second step asked for a personal response, and for candidates to identify their favourite food from the 2019 list. Once again, the importance of reading the question carefully must be noted as some gave an answer from the 2017 or 2018 list, and others referred to their favourite foods even though they did not appear on any list. The reasons given varied from the expected, namely “achos mae'n flasus” or “achos dw i'n hoffi caws” to extended answers such as “yn fy marn i mae bwyta bara brith fel te dydd Sul gyda nain bob wythnos”. No marks were given for expression here and so intelligible communication was important and a few mutation and / or spelling errors could be accepted.

#### **Question 5**

##### **A5**

The aim of this question was to give candidates an opportunity to use relevant information for different purposes. Firstly, they were expected to answer e-mail questions from members of the public and on the whole there were no problems in providing the correct information, but there was considerable uncertainty on how to answer the question with a positive “Ydy”. It must also be remembered that an appropriate greeting and ending is expected in an e-mail where possible, which also gives a clear opportunity to gain additional marks.

The second part of the question, designing a poster, was very successful. Very few candidates had failed to attempt this question and very few candidates failed to win high marks. The vast majority had chosen positive reasons for drinking water regularly in order to design a poster for the leisure centre.

#### **Question 6**

##### **A6**

Once again, this type of question is familiar to everyone by now and there are examples on the WJEC website and practical support in the digital resources section. However, the quality of the responses was disappointing this year. Good marks were in the minority and a good number of candidates had failed to correct basic errors such as “o gloch” and “dydd Merched”. Of course there were a few challenging errors such as “Bydd dim” and “mae ni” but when referring to the materials provided by the exam board and the advice given every year, the errors clearly reflected the expectations.

Handwriting and the need to be as clear as possible are such important aspects of this question. The examiner must be able to recognise a capital letter or an apostrophe to reward the mark, but often this was not clear at all on the papers of individuals.

## **Question 7**

### **A7**

This question gave candidates the opportunity to use information purposefully once more, and to select any information which promoted fitness particularly among young people. The 5x60 clubs was an example only and was given to represent the range of similar clubs which exist in Wales to encourage young people to stay healthy. The majority had made a fair attempt at answering this question and had provided information about the clubs and responded to the comments of Jonathan Price. The successful candidates could refer to the points in the text confidently but others discussed their favourite sports and the importance of a balanced diet instead of keeping to the text in question. A few had not even attempted to answer the question which is always disappointing as the candidate loses marks unnecessarily.

## **Question 8**

### **B8**

This question was longer than previous questions and this always causes concern to some candidates. We must ensure that we provide opportunities for every class in our centres to answer questions of this nature, rather than keeping to short questions only. This question included very basic sections, and to lose marks for not attempting to answer it is disappointing.

The response to the first grid was very positive on the whole and the majority won full marks. The only problem was choosing an option for Alys Griffiths to help, bearing in mind that she did not leave her home. Therefore, the suggestion that she could help in the shop or feed the animals did not gain any marks.

The majority had noted the positive and negative points from Trip Advisor but a few turned to English in this section. This meant that they had gone further than expected when interpreting the answers correctly and then translating them, but they lost marks in doing so. Once more, practice is required and candidates must keep to the requirements of individual questions. Candidates are not required to answer in English on any part of the paper, so it does not make any sense for candidates to do so in the exam unless they are encouraged to do so when preparing.

The next section proved to be the weakest point for many candidates, namely responding to manager's message. A few had mixed up the viewpoint of the manager and the member of the public, while others had agreed but had then provided an answer to the contrary. Several had copied slavishly from the text without showing an understanding of the comment or the reasons. It was also sad to see that a few candidates had responded with "oes" or "ydy" or had mis-spelt "cytuno" or "anghytuno". There is no sufficient reason for this by now, especially since these words appear here regularly across the exam papers.

Many candidates made a good attempt to form suitable questions for the celebrities who support the refuge. Candidates were free to ask questions based on their work with the refuge or questions relating to their life or career. Despite the lack of linguistic accuracy, a large number of candidates succeeded in communicating clearly and winning good marks. However, the need to review methods of questioning is evident, especially when considering the importance of the skill in every element of the course.

## **Question 9**

### **B9**

The responses to this question were not as good as usual. A number of the answers were weak and contained errors and had not understood the requirements of the task in question. Only a small minority had succeeded to give a meaningful translation. Perhaps this was the element which was most commonly neglected when preparing for exams this year? Forming a question caused difficulties once again and there were difficulties here also with the person of the verb and the command verb.

Surprisingly, candidates did not know the days of the week or simple words such as "bore" or "young people". They were not confident in their punctuation and spelling either e.g. "rhif ffôn", "penwythnos" and very few candidates could remember the phrase "yn enwedig".

Translating is such a useful and practical skill as preparation for the workplace and in order for learning to be relevant to young people's world today. Once again, there are numerous examples on the WJEC website as well as digital exercises, but there was no evidence that they had been used this time.

## **Question 10**

### **C10**

The details of the last question were given during the preparation period as part of this year's adaptations, such as the form and context. There was a good choice of two options, the application letter or the article and in fairness one had not been given more attention than the other in terms of the responses. The best candidates had kept to the bullet points and responded confidently to the text while others wrote without structure or a plan in their work.

The choice of the application letter was popular and respondents discussed personal details, hobbies and skills confidently. However, a number had ignored the bullet point which asked for reasons for helping others, and had included irrelevant details instead. The need to keep to the bullet points cannot be overemphasised in order to gain marks for the extended writing question. This is the basis of the marking scheme and it must also be considered that losing marks means losing marks for expression also as the contents mark dominates. Reference must also be made to the importance of answering the question, keeping in mind that this was a letter about voluntary work rather than an application letter for part-time work. A large number of candidates asked about wages and discussed their intention to save money rather than referring to the purpose of any voluntary work.

In their articles, candidates tended to list some of the characteristics of Wales, creating a list of good points for visiting Wales but without any substance to the work. Of course, the best candidates were able to extend the information, provide valid reasons and tell interesting historical tales, indeed, it was a pleasure to read them. However the majority were very superficial and had not ventured to persuade or refer to the future of Wales.

Many tended to keep to the present tense when writing and as a result, although the content of this final question was often interesting and relevant, it was not possible to credit the expression in the same way because the verb tenses were very limited.

Therefore, the standard of the extended writing this year was mixed, marks for expression were lower than expected at times and a lack of linguistic accuracy impeded the work. Despite this, the potential was evident and progress is sure to be seen in the coming years as the world of education and the daily routine of our centres return to normal.

Data on item level shows that questions A6, B9 and C10 were less accessible to candidates this year.

## Summary of the main points

- Ensure that appropriate attention is given to the practical skills i.e. correcting and translating in order to raise the standard of the work and prepare candidates to use Welsh in the workplace.
- Practice the PISA reading questions regularly and varying the methods and requirements constantly so that candidates gain confidence to respond to different and new questions.
- Practice extended writing regularly, emphasising the need to keep to the topic and answer the requirements of the bullet points in order to gain marks.

**Unit 4**  
**General Certificate of Secondary Education**  
**SUMMER 2022**

**General comments**

The efforts of candidates of all abilities must be praised and it was encouraging to see that the majority had made a diligent effort to work through the various parts of the 2022 Unit 4 paper. The most fluent candidates' use of language bodes well for their use of the Welsh language in the future in AS Welsh Second Language lessons and in their use of the language in the wider community.

It is possible that due to the lack of contact hours on school timetables or as a result of the effect of the COVID-19 pandemic, many pupils had difficulty in using simple syntax correctly, particularly the use of the concise past tense. It must be remembered that language accuracy is important when answering writing questions which are worth 10 and 15 marks.

**Comments on individual questions/sections**

**Question 1 (Section A)**

**A1 (i) (3 x 1 mark for underlining correct answers)**

The majority of candidates completed this basic task by proving an understanding of simple words on a familiar text. Correct answers were noted either by underlining, ticking or circling. As long as the answers were highlighted sufficiently, marks could be credited for correct answers in this question regardless of the way in which those answers were presented. Despite this, it should be noted here that candidates need to be coached to read the requirements of the question carefully. A small number of candidates were uncertain of the meaning of “cyn” and “ar ôl”.

**(ii) (3 x 1 mark for ticking correct answers)**

There was a good response to this simple, non-language question and most of the candidates tried to note the correct answers by ticking the correct images. Rather than ticking the correct answers, a small number of candidates labelled the images in the answer grid and therefore failed to gain any marks.

**(iii) (2 x 2 marks for underlining correct answers)**

Once more, there was a good response to this question on the whole and most candidates attempted to underline the correct sentences. A small number of candidates underlined more than one sentence out of the three options so it wasn't possible to award marks.

## Question 2

**A2** Five marks were awarded for submitting 5 facts in response to the 5 discussion points in the question. Five marks were awarded for the correct use of syntax with reasons to support opinion. In order to gain the 5 marks for expression, candidates were required to offer a confident reason/reasons as well as using 3 different syntaxes.

The question ensures that 3 different syntaxes are required in order to answer the question correctly.

The majority of candidates were able to respond to points 1 and 2 of the question quite successfully, gaining marks for content and expression.

A number of candidates had difficulty in responding to points 3, 4 and 5 due to lack of confidence in using more ambitious syntaxes such as commands or question structures.

## Question 3

**A3 (i) (3 x 1 mark for ticking correct answers)**

Although this question was more challenging than question A1, the response was similar and most candidates attempted to answer it.

**(iii) (4 x 1 mark for ticking correct answers)**

Once again, a good response from the majority of candidates but candidates need to get used to words such as "hynaf" and "mwyafrif". Also, candidates need to be coached to recognise the difference between the "correct" or "incorrect" statements.

**(iii) (1 x 1 mark for choosing any one of the three names)  
(2 x 2 marks for noting reasons which correspond with their choice of name)**

Because the challenge develops gradually during this question, fewer candidates had attempted to answer this question and subsequently fewer had succeeded in gaining marks, although, on the whole, the response was encouraging. The most obvious problem was the candidates' inability to recognise positive points to support their choice in the first part – Bethany, Steffan or Erin.

There were very few English responses to this part of the paper but it wasn't possible to award a mark to those who answered in English.

## Question 4

**A4 (8 MARKS FOR CONTENT AND 7 MARKS FOR EXPRESSION = TOTAL OF 15 MARKS)**

Eight marks were awarded for submitting 8 facts in response to the 5 discussion points in the question. Seven marks were awarded for correctly using syntaxes in sentences.

The question ensures that 5 different syntaxes are required in order to answer the question correctly.

In terms of expression we were looking for:

- the ability to communicate in a meaningful way making a fair attempt at using sentences.
- the ability to vary the pattern of a sentence for a purpose.
- the ability to use the verb and tense of the verb appropriately.
- the ability to use a suitable vocabulary which contributes to a successful, meaningful communication.

Due to the more challenging nature of the question in terms of a more ambitious text and discussion points, many candidates struggled to reach the highest marks. Although candidates had demonstrated their ability to use a variety of syntaxes in A2, B6 and C8, the responses to A4 tended to keep to the basic syntaxes of the present singular only.

Candidates should be coached to vary the syntax and verb tenses in pieces of extended writing. The best candidates succeeded in doing this and gained the highest marks. On the whole, it is clear that there is a lack of confidence in using the concise past tense and candidates do not find it easy to differentiate between advantages and disadvantages when discussing topics.

Despite this, it was very pleasing to see that most of the candidates had attempted to answer the question and that teachers had coached the weaker candidates to express an opinion even if they did not know how to respond fully to the text to gain a few marks.

### **Question 5 (Section B)**

**B5** The perseverance of a large number of pupils must be praised as they addressed this reading and comprehension question. It was a pretty challenging subject but the response of the candidates was good on the whole.

**(i) (3 x 1 mark for ticking correct answers)**

The majority of candidates completed this basic, non-language task by demonstrating an understanding of the most familiar words in the environment text. Rather than ticking the correct answers, a small number of candidates identified words from the reading extracts in the answer grids and therefore failed to gain any marks. Moreover, some tended to tick every box therefore, once more, it was not possible to give any marks.

**(ii) (8 marks for answering questions correctly)**

Despite the more challenging nature of this task, there were very few examples where candidates had not attempted to answer the questions. Candidates need to be coached to identify vocabulary relating to questions such as “Pwy?” and “Sut?” in order to respond to similar questions effectively.

### **Question 6**

**B6** As in A2, 5 marks were awarded for submitting 5 facts in response to the 4 discussion points in the question. Five marks were awarded for the correct use of syntax with reasons to support opinion. In order to gain the 5 marks for expression, candidates were required to offer an ambitious reason/reasons as well as using 3 different syntaxes.



The question ensures that 3 different syntaxes are required in order to answer the question correctly.

The majority of candidates were able to respond to points 1 and 2 of the question quite successfully, gaining marks for content and expression. A good number of the candidates succeeded in expressing their opinion simply on the text and showed the practice in their centres for using simple language quite successfully.

A number of candidates had difficulty in responding to points 3 and 4 due to lack of confidence in using more ambitious syntaxes such as the conditional command. Candidates also need to be coached to discuss the advantages and disadvantages of subjects.

## Question 7

### **B7 (i) (2 x 2 marks for given correct answers to both questions)**

Despite the perseverance shown by a good number of candidates, this question led to the greatest number of unsuccessful responses or the greatest number of unanswered questions. A good number of candidates succeeded to gain the first two marks in the grid for identifying “Sut mae Seth yn helpu'r amgylchedd?” (How does Seth help the environment?) but there were few responses to the second part: “Beth sydd angen i Seth wneud i fod yn fwy ecogyfeillgar?”, (What does Seth need to do to be more eco-friendly?) and even fewer correct answers. Perhaps candidates need to be coached to identify the verb “angen” or comparative vocabulary such as “mwy” in order to respond effectively to this type of question.

### **(ii) (1 x 1 mark for correct communicative response)**

A good number of candidates responded well to this part but a number had difficulty answering using the expected vocabulary. Candidates need to get used to answering questions using the correct vocabulary.

The following answers were rewarded with a mark:

‘Ydw’, ‘Nac ydw’, ‘Ydw a nac ydw’, ‘Na’, ‘Wrth gwrs’, ‘Yn bendant’, ‘Heb os’, ‘Weithiau’, ‘Dw i’n debyg’, ‘Dw i’n wahanol’, ‘Dw i ddim yn debyg’, ‘heb os nac oni bai’, ‘ddim o gwbl’

Examples of answers where a mark could not be awarded:

‘Ydy’, ‘Nac ydy’, ‘Ydyn’, ‘Nac ydyn’, ‘Ydych’, ‘Nac ydych’, ‘Oes’, ‘Nac oes’, ‘Rydw i’n cytuno’, ‘Rydw i’n anghytuno’

### **(1 x 2 marks for a communicative response which corresponded to their answer to the first part of the question)**

In the second part a number of candidates tended to copy sentences slavishly from the text and therefore they did not compare themselves effectively to Seth. In these cases marks could not be awarded.

**The following answers were rewarded with marks:**

(Ydw) Fel Seth, mae’n gas gen i bobl sy’n gwneud dim i ofalu am yr amgylchedd.

(Ydw) Rydw i'n ailgylchu bron popeth hefyd.

(Nac ydw) Yn wahanol i Seth, dydw i ddim yn poeni am yr amgylchedd.

(Nac ydw) Dydw i ddim yn ailgylchu pethau achos mae'n wastraff amser.

Candidates often lost marks for contradicting their answer to "Ydych chi'n debyg i Seth?" and so it was not possible to award marks e.g.

(Ydw) Dydw i ddim yn defnyddio fflasg blastig.

(Nac ydw) Fel Seth, rydw i'n poeni am yr amgylchedd ac am anifeiliaid y byd.

## Question 8

### C8 (12 MARKS FOR CONTENT AND 13 MARKS FOR EXPRESSION – TOTAL OF 25)

The centres received details of the form and context for the last question this year in a document entitled 'Advance Notice' as part of the assessments. As usual, two choices of text were given for the extended writing question.

There were interesting responses to both texts. Of course, the standard varied and a wide range of linguistic ability was seen in Unit 4. The work of the best candidates was excellent and it was pleasing to read the candidates' views and to test their ability to use language freely, confidently and creatively. A large number had a definite grasp of the basics of the language and it was often possible to see that they had carefully prepared their work.

In terms of content we were searching for:

- interesting and comprehensive treatment of the text.
- logical progression of ideas and opinions.
- an effort to express opinion and support their views with various and ambitious answers.
- an effort to be ambitious in terms of ideas and responding creatively to the chosen text.

In terms of expression we were searching for:

- the ability to convey ideas and views successfully.
- the ability to vary the pattern of a sentence for a purpose.
- suitable and qualified vocabulary to deal with the text.
- accuracy and an attempt to ensure consistency in terms of verb tenses.
- an attempt to create appropriate mood and atmosphere through the use of idioms, comparisons and rhetorical questions.

As in A2, A4 and B6, a number of candidates had difficulty in writing grammatical syntaxes correctly, and there was a clear tendency to refrain from using apostrophes or to use them when they were not needed e.e.

Mae'n nhw'n..

Rydw i'n wrth fy modd...

Dydw i'n ddim yn...

To raise standards candidates should:

- improve the accuracy of their basic syntaxes, avoiding mistakes such as:
  - i. Dw i'n ddim yn . . .
  - ii. Dw i'n wrth fy modd . . .
  - iii. Achos fi'n hoffi . . .
  - iv. Dwyieithrwydd ydy dibwynt.
  - v. Y iaith Cymru ydy arbennig
  - vi. Es i mynd . . .
  - vii. Myndwch i . . .
  - viii. Siaradoch fi diwethaf Cymraeg . . .
  - ix. Manteision/Anfanteision is . . .
  - x. Mae manteision/anfanteision ydy . . .
  
- ensure they satisfy the question's requirements by responding to the content points. There was often a tendency to focus too much on one discussion point and to ignore the others. This limited the number of content marks which could be awarded. On a few occasions completely irrelevant essays were written. It must be remembered that an essay cannot be learnt off by heart before sitting the exam.

Data on item level shows that questions A4, B6, B7 and C8 were less accessible to candidates this year.

### Summary of the main points

So to summarise, candidates should:

- practise their ability to answer simple Welsh-only questions and statements.
- practise their ability to respond to statements and questions using appropriate vocabulary as noted in B7ii comments.
- familiarise themselves with the wording of Welsh questions such as 'Tanlinellwch', 'Atebwch', 'Nodwch', 'Ticiwch'.
- ensure that they vary sentence patterns and verb tenses, particularly the concise past tense when writing extended passages with an attempt to include idioms and rhetorical questions.
- not use English words at all, rather, they should use Welsh vocabulary, no matter how basic in order to express themselves in Welsh.



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