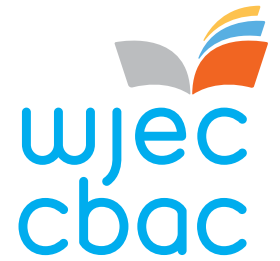


GCSE



WJEC GCSE in
WELSH SECOND LANGUAGE

APPROVED BY QUALIFICATIONS WALES

GUIDANCE FOR TEACHING

Teaching from 2017



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

Contents

1. Aims of the Guidance for Teaching	3
2. Introduction	4
3. Content of the Assessment Units	5
4. Weightings	5
5. Non-examination assessment: Unit 1	6
6. The Teaching Process	8
7. Non-examination assessment: Unit 2	9
8. Response and Interaction	16
9. External Examination: Unit 3	17
10. External Examination: Unit 4	22
11. Model Answers	23

AIMS OF THE GUIDANCE FOR TEACHING

The main aim of the Guidance for Teaching document is to support teachers in introducing the new WJEC GCSE Welsh Second Language specification, and to provide guidance regarding the requirements of the qualification and the assessment process.

This document is not intended to be used as a complete guide, but rather to support teaching professionals to develop motivating and exciting courses, tailored to the needs and skills of their students in the institutions in which they work.

The guidelines offer support to teachers regarding possible class activities, as well as links to digital resources (WJEC resources available free of charge, and external sources.)

The guidance document will focus on those areas of the WJEC specification for GCSE Welsh Second Language.

INTRODUCTION

The WJEC GCSE Welsh Second Language qualification has been accredited by the Welsh Government, for teaching from September 2017, available to:

- all schools and colleges in Wales
- schools and colleges in independent regions.

It will be awarded for the first time in summer 2019, using grades A* > G.

The specification builds on the tradition and reputation WJEC has established for clear and reliable assessments, supported by accessible and simple guidance and administrative arrangements.

The requirements are outlined in full in the specification which can be accessed on the WJEC website. However, in addition to this guidance document, support will be provided as follows:

- Sample assessment materials
- Face-to-face CPD events
- Examiners' reports on each question paper
- Past question papers and mark schemes available free of charge through the secure website
- Direct access to the subject officer
- Free online resources
- Exam Results Analysis
- On-line Examination Review

If you have any queries, please do not hesitate to contact:

Angharad Evans

Subject Officer – GCSE Welsh Second Language

angharad.evans@wjec.co.uk

Nia Morgan

Subject Support Officer – Welsh and Welsh Second Language

nia.morgan@wjec.co.uk

CONTENT OF THE ASSESSMENT UNITS

The assessment units have been designed for the full range of ability and will be un-tiered.

UNIT	%	SKILLS	ASSESSMENT
UNIT 1	25%	Listening 15% Speaking 10% (50 marks)	Non-examination assessment (summer term)
UNIT 2	25%	Speaking 20% Listening 5% (50 marks)	Non-examination assessment (summer term)
UNIT 3	25%	Reading 15% Writing 10% (100 marks)	Examination (summer term)
UNIT 4	25%	Writing 15% Reading 10% (100 marks)	Examination (summer term)

WEIGHTINGS

	Speaking	Listening	Reading	Writing	Total
UNIT 1	10%	15%			25%
UNIT 2	20%	5%			25%
UNIT 3			15%	10%	25%
UNIT 4			10%	15%	25%
	30%	20%	25%	25%	100%

The GCSE Welsh Second Language qualification has been organised into three broad themes:

- Employment
- Wales and the World
- Youth

You will also be expected to appropriately address the Language Requirements and teach the necessary grammar when working within the above themes.

NON-EXAMINATION ASSESSMENT: UNIT 1

Important Points

- This unit is worth 25% of the whole qualification.
- Unit Weighting: Speaking 10% / Listening 15%
- Candidates will be expected to listen and watch a visual stimulus before discussing what they have watched with a partner or in a group of three.
- The tasks will cover contexts within the broad themes.
- There will be 2 parts to the assessment
 - i. Watching a video clip (twice)
 - ii. Completing a grid and holding a group discussion
- Candidates will be expected to have been given sufficient opportunity during the course to practise their speaking and listening skills in groups.
- Candidates need to be given opportunities to practise presentation and exchange of information skills, skills regarding the expression and supporting of views along with the skill of working with others.
- You will need to record all candidates and send a sample to WJEC for moderation.



<https://goo.gl/xM1I61>

Click on the link to find an example of a video clip.
Context: Problems at school

Click on the following to hear some group conversations responding to the video clip:

Problemau Yn Yr Ysgol - Y Cwricwlwm <https://goo.gl/v0Rck7>

Problemau Yn Yr Ysgol - Pynciau <https://goo.gl/vDkqmy>

Problemau Yn Yr Ysgol 1 <https://goo.gl/xMGQXI>

Problemau Yn Yr Ysgol 2 <https://goo.gl/4amBpn>



<https://goo.gl/Nnizqe>

Click on the link to find an example of a video clip.
Context: Learning Welsh

Click on the following to hear part of a group conversation responding to the video clip:

Dysgu Cymraeg <https://goo.gl/ofEscU>



The following help mat was used in preparation for the above task

<p>Cyngor (Advice)</p> <ol style="list-style-type: none"> 1. Meddyliwch am y clip fideo yn ofalus cyn dechrau (<i>Think about the video clip carefully before starting</i>) 2. Siaradwch gyda'ch gilydd (<i>Talk together</i>) 3. Cynlluniwch gyda'ch gilydd (<i>Plan together</i>) 4. Gwrandewch ar eich gilydd (<i>Listen to each other</i>) 5. Helpwch eich gilydd (<i>Help each other</i>) 6. Byddwch yn deg i'ch gilydd (<i>Be fair to each other</i>) 		
<p>Wyt ti'n cytuno? <i>Do you agree?</i></p> <p>Beth ydy dy farn di? <i>What's your opinion?</i></p> <p>Beth wyt ti'n meddwl? <i>What do you think?</i></p> <p>Beth amdanat ti? <i>What about you?</i></p> <p>Oes barn gyda ti? <i>Have you got an opinion?</i></p> <p>Oes rheswm gyda ti? <i>Have you got a reason?</i></p> <p>Pam wyt ti'n cytuno? <i>Why do you agree?</i></p> <p>Pam wyt ti'n anghytuno? <i>Why do you disagree?</i></p> <p>Oes syniad arall gyda ti? <i>Have you got another idea?</i></p> <p>Oes syniadau eraill gyda ti? <i>Have you got other ideas?</i></p> <p>Unrhyw beth arall? <i>Anything else?</i></p> <p>Beth arall? <i>What else?</i></p>	<p>Rydw i'n / Dw i'n cytuno gyda <i>I agree with</i></p> <p>Dw i ddim yn cytuno gyda <i>I don't agree with</i></p> <p>Dw i'n anghytuno gyda <i>I disagree with</i></p> <p>Dw i'n meddwl bod <i>I think that</i></p> <p>Dw i'n hoffi / mwynhau <i>I like / enjoy</i></p> <p>Mae'n well gyda fi <i>I prefer</i></p> <p>Mae'n gas gyda fi <i>I hate</i></p> <p>Mae gen i ____ / Mae ____ gyda fi <i>I have got</i></p> <p>Does gen i ddim / Does dim ____ <i>got</i></p> <p>Fy hoff ____ ydy ____ <i>My favourite ____ is ____</i></p> <p>Ein hoff ____ ydy ____ <i>Our favourite ____ is ____</i></p> <p>Roeddwn i'n arfer <i>I used to</i></p> <p>Roedd yn ____ <i>It was ____</i></p> <p>Es i / went Aethon ni <i>We went</i></p> <p>Ces i / had Cawson ni <i>We had</i></p> <p>Gwyliais i / Chwaraeais i <i>I watched / I played</i></p> <p>Bydda i'n <i>I will</i> (Bydda i'n mynd i'r traeth)</p> <p>Bydd yn <i>It will be</i></p> <p>Baswn i'n <i>I would</i> (Baswn i'n hoffi sgio)</p> <p>Baswn i'n dewis <i>I would choose</i></p> <p>Baswn i'n awgrymu <i>I would suggest</i></p> <p>Faswn i ddim <i>I wouldn't</i></p> <p>Hoffwn i <i>I would like</i> (Hoffwn i syrffio)</p> <p>Hoffwn i awgrymu <i>I would like to suggest</i></p> <p>Hoffwn i ddysgu <i>I'd like to learn</i></p>	<p>Cyfeirio at y clip fideo <i>(Referring to the video clip)</i></p> <p>Roedd ____ yn dweud ____ <i>was saying</i></p> <p>Mae ____ yn dweud ____ <i>is saying</i></p> <p>Ym marn ____ <i>In ____'s opinion</i></p> <p>Yn ôl ____ <i>According to ____</i></p> <p>Mae ____ yn meddwl bod ____ <i>thinks that</i></p> <p>Roeddwn i'n cytuno gyda <i>I agreed with</i></p> <p>Doeddwn i ddim yn cytuno gyda <i>I didn't agree with</i></p> <p>Roedd syniad da gyda ____ yn y clip fideo <i>____ had a good idea on the video clip</i></p> <p>Roedd y clip yn achos ____ <i>The clip was ____ because ____</i></p> <p>syniad da / syniad gwych / syniad twp <i>a good suggestion / a great suggestion / a stupid suggestion</i></p> <p>Pam lai! / Pam ddim! <i>Why not!</i></p> <p>Beth yw'r ots? <i>Who cares?</i></p> <p>Beth yw'r pwynt? <i>What's the point?</i></p> <p>Dim gobaith <i>Not a hope</i></p> <p>efallai <i>maybe / perhaps</i></p> <p>weithiau <i>sometimes</i></p> <p>byth never felly therefore / so</p> <p>chwaith either yn enwedig especially</p> <p>yn aml often fel arfer usually</p> <p>o dro i dro <i>from time to time</i></p>

THE TEACHING PROCESS

- Preparing students for the group oral task by helping them to become familiar with the style of the Sample Assessment Materials.
- Practice responding to various multimedia materials
- Use a range of stimuli to practice the different skills, ensuring adequate opportunities to present and exchange information.
- Extend the opportunities to express opinions, with the expectation of appropriate reasons and evidence to support that view.
- Ensure students are provided with adequate opportunities to discuss texts using a variety of tenses.

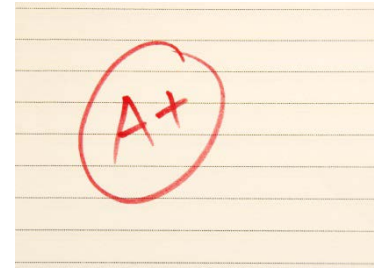
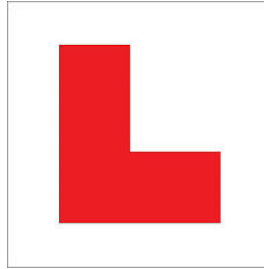
Useful Resources

- Link to WJEC resources > video clips
<https://goo.gl/xM1I61>
<https://goo.gl/Nnizge>
- Link to the WJEC website: Mark Scheme (p. 23)
<https://goo.gl/nmVSNb>
- Link to WJEC resources > video clips: Preparing for Unit One
<https://goo.gl/s99T20>
- Link to INSET on the WJEC website
<https://goo.gl/K9qd3e>
- Link to Hwb
<https://goo.gl/eqoLzd>
- Link to Peniarth digital materials
<https://goo.gl/EzXqSf>
- Link to Clic materials
<https://goo.gl/eVxXK2>
<https://goo.gl/3e2dxq>

NON-EXAMINATION ASSESSMENT: UNIT 2

Important Points

- This unit is worth 25% of the whole qualification.
- Unit Weighting: Speaking 20% / Listening 5%.
- Candidates will be expected to respond orally and listen to peers through interaction with a partner or in a group of three.
- The tasks will cover contexts within the broad themes.
- Candidates are expected to respond to stimuli provided by WJEC. The content of the materials will vary, e.g. graphs, pictures, stimuli, statistics, short reading texts etc.
- Candidates will be expected to have been given enough opportunities to practise their speaking and listening skills in groups during the course.
- Candidates will need to be given opportunities to practise presentation and exchange of information skills, to express and support views and work with others.
- You will need to record all candidates and send a sample to WJEC for moderation.
- The use of dictionaries or other resources is not permitted in any part of the non-assessment examination.



DATHLU

Rydw i'n dwlu ar ddathlu'r Nadolig, mae'n gyfle i fod gyda'r teulu a ffrindiau. Beth bynnag, mae rhai pobl yn casau'r Nadolig achos does dim teulu gyda nhw. Mae hyn yn broblem heddiw. Mae clwb y capel yn coginio cinio nadolig i'w helpu - Bwyd da, Cwmni da.

Cafodd fy chwaer barti pen-blwydd ond roedd dad yn cwyno am y gost



Disgo Dwynwen
Nos Wener, Ionawr
25
yn Neuadd y
Pentref
7 tan 10 o'r gloch
Tocynnau £3

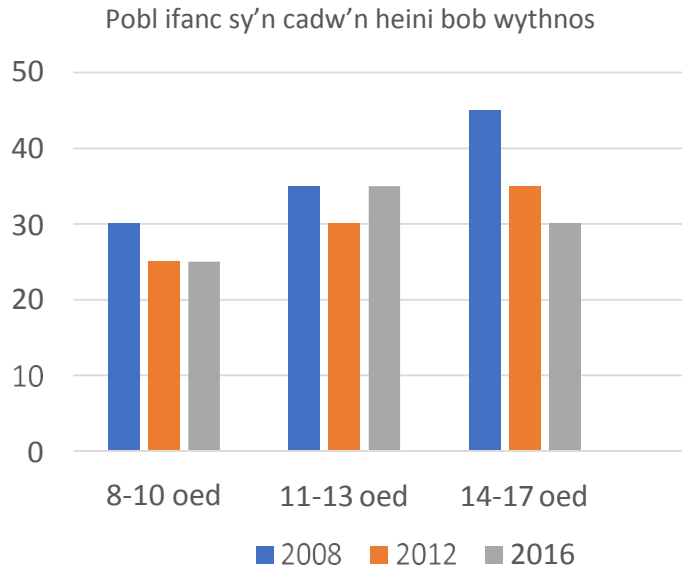
Dewch i ddathlu!



Does dim digon o chwaraeon ar y cwricwlwm ysgol!

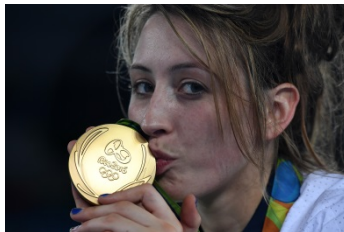
CHWARAEON CYMRU

Mae tîm pêl-droed Cymru yn dalentog ac yn well o lawer na'r tîm rygbi yn fy marn i. Mae mwy o sgil i chwarae pêl-droed ta beth!



Roedd athletwyr Cymru yn anhygoel yn y Gemau Olympaidd yn Rio. Alla i ddim aros am y gemau nesaf yn Tokyo yn 2020. Maen nhw wedi rhoi Cymru ar y map!!

Ydym ni'n ddiog?





Beth nesaf?



Dw I ddim yn gwybod beth I wneud



Yn y dyfodol hoffwn i astudio celf a daearyddiaeth yn y brifysgol. Mae fy chwaer yn Aberystwyth ac mae hi'n cael amser anhygoel. Fodd bynnag, hoffwn i fynd i Gaerdydd – y ddinas fawr! Bydd yn wych!

Mae prentisiaeth gwaith coed gyda fi. A bod yn onest dydw i ddim yn mwynhau gwaith ysgol ond hefyd rydw i eisiau dechrau ennill arian. Rydw i eisiau prynu car a mynd ar wyliau a symud mewn i fflat gyda ffrindiau.

YN EISIAU

Person ifanc i weithio mewn gwesty 5* 35 awr yr wythnos
Cyflog : £6.50 yr awr

Rhaid bod yn gwrtais ac yn daclus. Hefyd rhaid siarad Cymraeg a bod yn barod i weithio mewn tîm

Mae mwy o wybodaeth ar ein gwefan : www.gwestyrcastell.com





Mae tlodi yn broblem fawr. Digartrefedd hefyd



Teimlo'n unig heb ffrindiau?

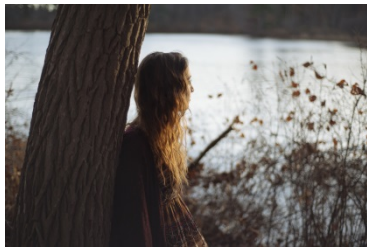
Y TEULU A FFRINDIAU



Teulu Brenhinol!!
Syniad da?
Syniad drud?

Hwyl gyda ffrindiau?

Teulu = rhieni + 12 o blant!!



Mae ffrind da yno bob amser. Mae e neu hi'n garedig ac yn gyfeillgar, yn barod i helpu ac yn barod i wrando. Cofiwch, dydy ffrind da ddim yn berffaith ond gallwch chi ddibynnu arno fe neu hi.



Dydy teuluoedd ar y teledu ddim yn normal. Mae'r plant mewn trwbwl bob amser neu maen nhw fel angylion. Dydyn nhw ddim yn realistig!!



Click on the link below to listen to a group discussing CELEBRATING:



LINK – CELEBRATING stimulus

[Celebrating](#)

Discussion Group: CELEBRATING

SIMPLE CHECKLIST

Are members of the group:

- communicating and interacting
- communicating information
- expressing and justifying opinions
- using a range of language patterns
- using clear pronunciation and intonation
- listening to the contributions of others
- understanding the contributions of others
- responding to the contributions of others sensibly/purposefully

The following help card was used by many in preparation for the group work task:

**Cyngor (Advice)**

1. Edrychwch ar y 3 opsiwn yn ofalus. (Look at the 3 options carefully)
2. Penderfynwch ar yr opsiwn orau i chi fel grŵp (Decide on the best option for you as a group)
3. Cynlluniwch gyda'ch gilydd (Plan together)
4. Defnyddiwch y wybodaeth ar y daflen i'ch helpu (Use the information on the sheet to help you)
5. Cofiwch ymateb i'r testun ac i'ch gilydd (Remember to respond to the topic and to each other)
6. Gwrandewch ar eich gilydd (Listen to each other)

**Cyfeirio at y sbardun**

(Referring to the stimulus)

Mae'r lluniau yn dangos ____ : The pictures show ____
Mae'r swigod yn dweud : The speech bubbles say ____
Mae yn dweud : ____ says
Ym marn ____ : In ____'s opinion
Yn ôl ____ : According to ____
Mae yn meddwl bod : ____ thinks that

Roeddwn i'n cytuno gyda : I agreed with
Doeddwn i ddim yn cytuno gyda : I didn't agree with
Dw i'n cytuno gyda : I agree with
Dw i ddim yn cytuno gyda : I don't agree with

Mae pwynt pwysig yn y swigod / lluniau / penawdau There's an important point in the speech bubbles / pictures / headlines
Mae'r graff / siart / ystadegau yn dangos ____
 The graph / chart / statistics show ____

Mae'r ____ **yn** ____ = The ____ is ____
Dyd'r ____ **ddim yn** ____ = The ____ are not ____

Wyt ti'n cytuno? Do you agree?**Beth ydy dy farn di?** What's your opinion?**Beth wyt ti'n meddwl?** What do you think?**Beth amdanat ti?** What about you?**Oes barn gyda ti?** Have you got an opinion?**Oes rheswm gyda ti?** Have you got a reason?**Pam wyt ti'n cytuno?** Why do you agree?**Pam wyt ti'n anghytuno?** Why do you disagree?**Oes syniad arall gyda ti?** Have you got another idea?**Oes syniadau eraill gyda ti?** Have you got other ideas?**Ga i awgrymu** ____ ? May I suggest ____?**Unrhyw beth arall?** Anything else?**Beth arall?** What else?**MYNEGI BARN****Yn fy marn i** = In my opinion**Dw i'n meddwl bod** = I think that**Credaf fod** = I believe that**Dw i'n anghytuno** = I disagree**Mae'n well gyda fi** = I prefer**Does dim ots gyda fi** = I don't care**Does dim pwynt / pwrpas** = There's no point / purpose**Baswn i'n** = I would**Hoffwn i** = I would like**Pe bawn i'n gallu** = If I were able to**Dylen ni** = We should (Dylen ni gael = We should have)**Dylai fod** = There should be**Gallen ni** = We could **Galla i** = I can**Es i** = I went **Aethon ni** = We went **Aethon nhw** = They went**Ces i** = I had **Cafodd e / o** = He had **Cawson nhw** = They had**Gwyliais i** = I watched **Gwyliodd hi** = She watched**Mwynheuais i** = I enjoyed **Mwynheuson ni** = We enjoyed**Roeddwn i'n arfer** = I used to **Roedd hi'n arfer** = She used to**Fy hoff** ____ **ydy** = My favourite ____ is**Ei hoff** = His / her favourite **Eu hoff** = Their favourite**Fy nghas** = My worst **Ei gas** = His worst **Ei chas** = her worst

Responding and interacting

How to succeed?	✓	X
Choosing a topic	<ul style="list-style-type: none"> ✓ Choose one of the 3 stimuli set by WJEC ✓ Choose a topic the entire group can discuss ✓ Choose a relevant topic that will lead to a natural and sincere discussion ✓ Plan carefully during the preparation time to ensure fairness to all members of the group 	<ul style="list-style-type: none"> X Choose a topic not all members of the group can relate to
Discussing	<ul style="list-style-type: none"> ✓ Discuss the selected topic naturally ✓ Speak clearly with clear pronunciation ✓ Listen to the contributions of others and respond to other members of the group in order to develop points ✓ Provide evidence to support a view ✓ Use personal experiences if appropriate to present and exchange information ✓ Discuss spontaneously within the group ✓ Discuss in an organised fashion demonstrating a clear structure ✓ Ensure fairness within the group ✓ Use a range of sentence structures, effective vocabulary and vary the tense and person ✓ Keep within the specified time 	<ul style="list-style-type: none"> X Speak in an unclear manner X Read notes X Discuss without structure, without much content X Introduce new points without giving an opportunity to expand on the previous point X Let one member of the group control the discussion X Ignore a group member's point X List information without expressing a view and with no evidence to support the view X Use English vocabulary or terms X Include negligent grammatical errors X Keep to the present tense only without varying the person or the tense

Useful Resources

- Link to WJEC resources: SAMS
<https://goo.gl/PYYjgY>
- Link to the WJEC website: Mark Scheme
<https://goo.gl/JHxNhn>
- Link to INSET on the WJEC website
<https://goo.gl/K9gd3e>
- Link to Hwb
<https://goo.gl/eqoLzd>

EXTERNAL EXAMINATION: UNIT 3

Important Points

- This unit is worth 25% of the whole qualification.
- Unit Weighting: Reading 15% / Writing 10%.
- The reading will be assessed through a range of structured questions.
- Candidates will be assessed on different formats of texts, e.g. correspondence, instructions, tables and graphs, forms, marketing materials, articles ...
- Candidates will be expected to respond to a range of questions.
- The writing will be assessed for different purposes including reporting, instructing and specific writing.
- Candidates will be required to translate a short piece into Welsh, and proofread and correct another text.
- The use of dictionaries or other resources is not permitted in any part of the non-assessment examination.

Useful Resources

- Link to WJEC resources: SAMS – Unit 3 (p. 33)
<https://goo.gl/U6XCpj>
- Link to the WJEC website: Language Requirements (p. 10)
<https://goo.gl/nmVSNb>
- Link to WJEC resources > Proofreading pack
<https://goo.gl/YsOcBo>
- Link to WJEC resources > Translation pack
<https://goo.gl/6dWWaE>
- Link to the WJEC website: Extended Writing Mark Scheme (p. 53)
<https://goo.gl/q6XLK6>
- Link to INSET on the WJEC website
<https://goo.gl/K9gd3e>
- Link to Hwb
<https://goo.gl/eqoLzd>

Please note that the nature of the questions may vary from year to year, and certainly, the same questions will not appear in the same order on an annual basis. Therefore, we stress the need for trainers to practice various ways of assessing understanding, rather than depending on specific guidance.

e.e. Model stimulus (Ysgol Gymraeg Llundain)

www.ysgolgymraegllundain.ik.org



Cefndir yr ysgol

Dechreuwyd yr ysgol yn 1958 gan grŵp o bobl o'r ddinas. Roedden nhw'n arfer anfon eu plant i gael gwersi Cymraeg bob bore dydd Sadwrn. Yna, penderfynon nhw agor ysgol gyda 30 o blant. Erbyn heddiw Miss Rachel Rawlins ydy enw'r pennaeth, ond mae dri athro arall hefyd.

Amcanion Ysgol Gymraeg Llundain

<ul style="list-style-type: none"> I fod yn ddwyieithog 	<ul style="list-style-type: none"> I weithio'n galed ac i ddysgu mewn awyrgylch hapus. 	<ul style="list-style-type: none"> I fwynhau bywyd ysgol a dysgu am hanes Cymru a Lloegr. 	<ul style="list-style-type: none"> I fod yn rhan o'r gymuned leol
--	---	--	--

Gwybodaeth bwysig

- Mae'r wisg ysgol yn cadw lliwiau Cymru yn fyw ac mae'r plant yn edrych yn smart yn eu gwisgoedd coch a gwyrdd.
- Does dim cegin yn yr ysgol ac felly rhaid i'r disgyblion ddod â bocs bwyd i'r ysgol bob dydd.

Gweithgareddau all-gyrsiol : Mae'r ysgol yn cytuno bod gweithgareddau all-gyrsiol yn holl-bwysig mewn ysgol gynradd, yn enwedig ysgol Gymraeg. Felly, mae Clwb Hamddena bob nos Fawrth ac mae Clwb Celf bob nos Iau gyda chroeso cynnes i bawb.

"Dw i'n hapus iawn yn Ysgol Gymraeg Llundain. Mae llawer o ffrindiau gyda fi a dw i'n mwynhau siarad Cymraeg bob dydd" (Macsén 10 oed)

"Rwyf wedi dysgu llawer yma ac yn gallu siarad ac ysgrifennu Cymraeg a Saesneg yn rhugl. Rwyf yn teimlo'n lwcus iawn" (Sonja, 11 oed)

Ysgol Gymraeg Llundain, Hanwell, Llundain, NW10 8NG

Ffôn / Ffacs : (02089) 653585 pennaethcymryllundain@hotmail.co.uk

Multiple choice

e.g.

Circle the correct answers.

- Faint o staff sydd yn yr ysgol? 3 4 5
- Mae'r plant yn mynd i'r ysgol bob dydd Sadwrn Ydyn / Nac ydyn

or

Tick the correct answers.

	✓
Agorwyd yr ysgol yn y pumdegau	
Agorwyd yr ysgol yn yr wythdegau	
Agorwyd yr ysgol yn y nawdegau	

	✓
Mae cinio poeth yn yr ysgol bob dydd	
Mae cinio poeth yn yr ysgol weithiau	
Does dim cinio poeth yn yr ysgol	

Grid

e.g.

Fill in the grid with the relevant information.

BLWYDDYN AGOR YR YSGOL	
CYFEIRIAD YR YSGOL	
E-BOST YR YSGOL	
ENW'R PENNAETH PRESENNOL	
LLIWIAU'R YSGOL	1. 2.
CLYBIAU'R YSGOL	1. 2.

or

Ysgol Gymraeg Llundain has 4 objectives.

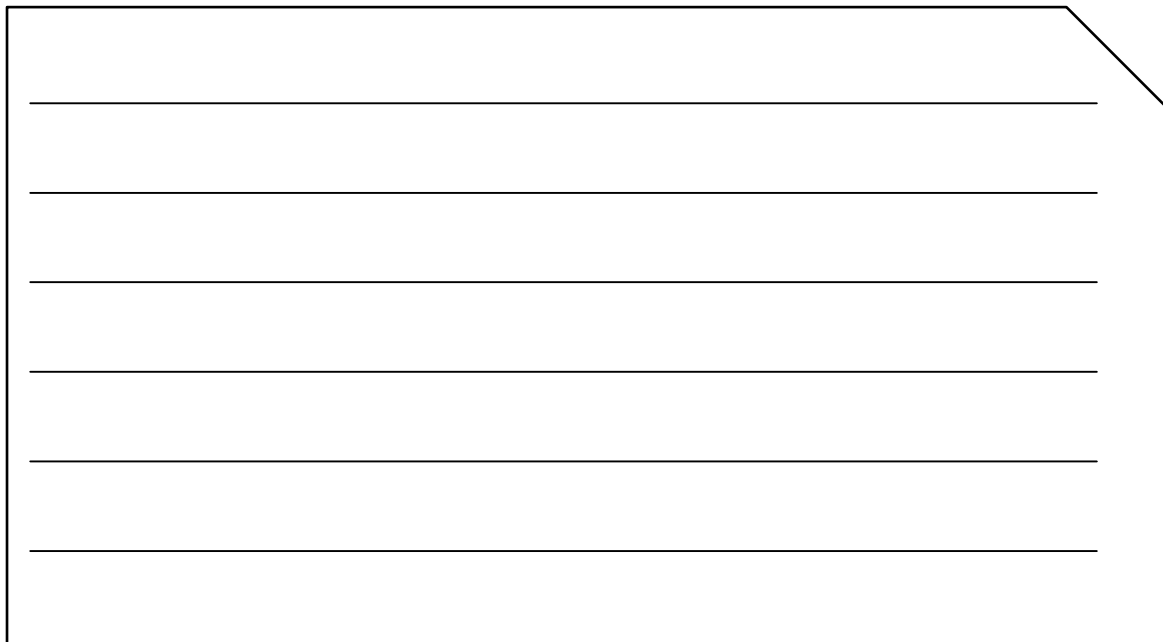
Read the objectives in the grid. Do you agree with the objectives? Give a reason for your answer.

	AMCAN	Cytuno / Anghytuno	Rheswm
1.	I fwynhau bywyd ysgol a dysgu am hanes Cymru a Lloegr		
2.	I fod yn ddwyieithog		

Open responses

e.g.

How do you know that Ysgol Gymraeg Llundain is successful? You must refer to the reading text in your answer.

A large rectangular box with a black border, designed for writing an answer. The top-right corner is cut off at a 45-degree angle. Inside the box, there are seven horizontal lines spaced evenly down the page, providing a guide for writing.

EXTERNAL EXAMINATION: UNIT 4

Important Points

- This unit is worth 25% of the whole qualification.
- Unit Weighting: Reading 10% / Writing 15%.
- Candidates will be assessed on different formats of texts, e.g. letters, poems, diaries, graphs, advertisements ...
- Candidates will be expected to respond to a range of questions.
- The reading will be assessed through a range of structured questions.
- The writing will be assessed for different purposes including descriptive, creative and imaginative.
- Candidates will be expected to write by showing an awareness of audience and purpose, using a range of different written forms, e.g. blog, e-mail message, story, article ...
- The tasks will address contexts within the broad themes.
- The use of dictionaries or other resources is not permitted in any part of the non-assessment examination.

Additional Resources

- Link to WJEC resources: SAMS
<https://goo.gl/W0cBxG>
- Link to the WJEC website: Language Scheme (p. 10)
<https://goo.gl/nmVSNb>
- Link to the WJEC website: Extended Writing Mark Scheme (p. 71)
<https://goo.gl/WbTH85>
- Link to INSET on the WJEC website
<https://goo.gl/K9qd3e>
- Link to Hwb
<https://goo.gl/eqoLzd>

MODEL ANSWERS

Candidate 1

Ydych chi'n hoffi byw yng Nghymru?

Dw i'n hoffi byw yng Nghymru (1)

Rheswn 1:

Yn fy mam i mae Cymru yn fendigedig yn enwedig ardal Caerdydd. Rydw i'n byw yng Nghaerdydd gyda fy nheulu. Rydyn ni'n byw mewn tŷ ar wahan ger Bae Caerdydd. Mae'n wych. Mae llawer i wneud ac mae siopau da yma hefyd. Rydw i'n mynd siopa bob dydd Sadwrn gyda fi ffrindiau. Fy hoff siop ydy River Island ond rydw i'n hoffi Primark hefyd achos mae'r dillad yn rhesymol iawn. (2)

Rheswn 2:

Mae traethau da yng Nghymru. Yn fy amser hamdden rydw i'n hoffi mynd i'r traeth. Rydw i'n nofio achos mae nofio yn helpu fi i gadw'n ffit. Yn fy mam i mae cadw'n ffit yn bwysig. Mae'n bwysig i gofalu am y corff. Fy hoff traeth ydy Porthcawl achos mae arced a ffair yno hefyd. Es i Porthcawl ym mis Mai gyda fy nheulu. Roedd yn dda. Ces i sglodion a pizza ger y traeth. Yn fy mam i mae traeth Porthcawl yn anhygoel. (2)

Comments

- The content is good and interesting. However, all this information is unnecessary. The candidate has lost a lot of time answering this question while other questions are worth 15 marks and more. Will this candidate finish the paper?
- The language of the candidate is good and perfectly understandable. There are some grammatical errors but they do not obscure the meaning.

Candidate 2

Mae'r gerdd yn disgrifio Cymru yn gyffredinol ond beth am eich ardal chi? Disgrifiwch eich ardal chi yn Gymraeg.

[5 + ✓ = 5]

=

[10]

- (i) Ble ydych chi'n byw? (1)
- (ii) Beth sydd yn yr ardal? (1)
- (iii) Beth mae pobl ifanc yn gallu gwneud yn yr ardal? (1)
- (iv) Beth hoffech chi gael yn yr ardal? (1) Pam? (1)

Expression Mark Scheme

5 marks	An interesting description containing at least 3 different syntaxes, effective expression of opinion and confident reasoning.
4 marks	A good description containing at least 3 different syntaxes, effective expression of opinion and good reasoning.
3 marks	Simple description containing at least 2 different syntaxes, expression of opinion and good reasoning.
2 marks	An attempt to create a description containing at least 2 different syntaxes and an effort to express an opinion.
1 mark	Basic sentences, fragmented without an obvious structure.
0 marks	Inappropriate expression or no response.

Helo. Dw i'n biw yn Abertawe a dw i'n hoffi Abertawe achos maen dda. Sinema a theatr sydd yn yr ardal. Hefyd traeth a siopa sydd yn yr ardal. Dw i'n hoffi traeth achos dw i'n surffio ond dw i ddim yn hoffi siopa achos mae'n ddifflas. Mae chwaer fi yn hoffi siopa ond dw i ddim yn cytuno gyda chwaer. Mae'n wastraff amser. Hefyd mae'n wastraff arian. Mae surffio yn wych ac mae surffio yn her.

Comments

- There is an obvious effort here to answer the question, but the candidate has started well and then forgotten about the bullet points. As the content mark leads the way, this means the candidate has already lost 4 marks – 2 mark for content and 2 for expression.
- There is an attempt to express an opinion on a basic level. The candidate uses robust adjectives, but the reasoning is inadequate.
- There are obvious spelling errors and the occasional grammatical error.

Cydnabyddiaeth

Dathlu

L' (dysgwyr)	Wikimedia Creative Commons http://bit.ly/2wkfAef
Cacen	Pixabay http://bit.ly/2uU7ATq
Arian	Pixabay http://bit.ly/2u2KJXd
Nadolig	Pixabay http://bit.ly/2w53GWy
Cennin Pedr	Pixabay http://bit.ly/2hmXPXJ
Priodas	Pixabay http://bit.ly/2dMRUvg
A+	desifoto / getty images

Chwaraeon Cymru

Chwaraeon dŵr	Pixabay http://bit.ly/2uiWsMF
Hoci	Pixabay http://bit.ly/2uUGuvC
Gymnasteg	Pixabay http://bit.ly/2wjZd1w
Rygbî	Wikimedia Creative Commons http://bit.ly/2wkyodB
Geraint Thomas	Chris Graythen / getty images
Jade Jones	Laurence Griffiths / getty images
Beth Tweddle	Bryn Lennon / getty images
Becky James	Bryn Lennon / getty images
Aled Davies	Patrik Lundin / getty images
Adam Peaty	Clive Rose / getty images

Beth nesaf?

Mecaneg	Wikimedia Creative Commons http://bit.ly/2vhPplp
Marc cwestiwn	Pixabay http://bit.ly/1GBvtNX
Milfeddyg	Pixabay http://bit.ly/2f7hwnp
Athrawon	Matt Cardy / getty images
Peilot	Pixabay http://bit.ly/2s5lQ8G
Celtic Manor	Geography.org.uk http://bit.ly/2w4KurL
Prifysgol	
Aberystwyth	Geography.org.uk http://bit.ly/2hn8TFO

Y Teulu a Ffrindiau

Teulu	Pixabay http://bit.ly/2uizBAC
Llun teulu	Pixabay http://bit.ly/2uj1dFT
Tlodi 1	Pixabay http://bit.ly/2tYWgm8
Tlodi 2	Pixabay http://bit.ly/2tYMws1
Simpsons	Flickr Creative Commons http://bit.ly/2uUJDLO
Teulu Brenhinol	Wikipedia Creative Commons
Unig	Pixabay http://bit.ly/2vn37cC
Ffrindiau	Pixabay http://bit.ly/2hneGv2
Popcorn	Pixabay http://bit.ly/1GdRpMM
Siopa	Pixabay http://bit.ly/1ROstql
Teulu mawr	Flickr Creative Commons http://bit.ly/2vsvyIL1