

APPROVAL CRITERIA FOR GCSE WELSH SECOND LANGUAGE



JULY 2016

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This is a **Regulatory Document** under **Condition B7** of the *Interim Standard Conditions of Recognition*¹: *Compliance with Regulatory Documents*.

¹ <http://qualificationswales.org/regulation/monitoring-awarding-bodies/?lang=en&>

Introduction

This document sets out the approval criteria for GCSE Welsh Second Language. These have been developed through stakeholder engagement and public consultation. They include the requirements that an awarding body must meet when developing the specification and assessment materials for the qualification.

The approval criteria in this document will come into effect from 18 July 2016.

Qualifications Wales will only approve qualifications that meet all of the requirements set out in this document together with those set out in the *GCSE Qualification Approval Criteria*² and *Interim Standard Conditions of Recognition*³. In developing qualifications to meet these requirements awarding bodies must have regard to *Fair Access by Design*⁴.

Where the requirements of the Subject Approval Criteria set out in this document differ from those prescribed in the *GCSE Qualifications Approval Criteria* and the *Interim Standard Conditions of Recognition*, the requirements in this document will take precedence.

² <http://qualificationswales.org/regulation/approved-and-designated-qualifications/gcse-approval-criteria-july-2016/?lang=en>

³ <http://qualificationswales.org/regulation/monitoring-awarding-bodies/?lang=en&>

⁴ <http://gov.wales/docs/dcells/publications/150727-fair-access-by-design-en.pdf>

Subject aims and objectives

1. The objectives of the Welsh Second Language qualification are as follows:
 - 1.1. enable learners to understand and use Welsh for a variety of purposes and audiences;
 - 1.2. develop language learning skills and strategies in order to enable learners to:
 - 1.2.1. communicate and interact confidently and spontaneously in relevant situations and specified contexts; and
 - 1.2.2. develop their grasp of Welsh further;
 - 1.3. develop listening, speaking, reading and writing skills in an integrated manner, emphasising listening and speaking skills;
 - 1.4. prepare learners for using Welsh in further study, in the workplace and in their community;
 - 1.5. develop curiosity and enjoyment of the Welsh language, to enable learners to be aware of the benefits of using Welsh.

Subject content

2. GCSE Welsh Second Language specifications must:
 - 2.1. reflect the subject aims and objectives in the content;
 - 2.2. set a broad range of contexts for teaching and assessment that are all relevant to learners and appropriate to their age range, interests and maturity;
 - 2.3. encourage learners to make appropriate connection with other parts of the curriculum in order to nurture and deepen their bilingual skills;
 - 2.4. build on the skills specified in the Programme of Study for Key Stages 2 and 3 of the National Curriculum, and lay an appropriate foundation for A Level studies;
 - 2.5. be suitable for teaching over two years within 120 guided learning hours.

Language Skills

3. GCSE Welsh Second Language specifications must provide opportunities to develop and assess listening, speaking, reading and writing skills in an integrated manner. Specifications must ensure that learners are able to:

Listening:

- 3.1. understand and respond to different types of spoken language from one or more speakers in public and social situations, for example conversations, presentations, news reports and television programmes;

- 3.2. understand the main message, main points, specific details and different perspectives communicated verbally in long and short pieces.

Speaking:

- 3.3. communicate and interact spontaneously and effectively for different purposes, including conveying information, expressing and justifying opinion, and asking and answering questions;
- 3.4. use a range of strategies to support and sustain effective communication, including asking questions to clarify meaning and to elicit information;
- 3.5. hold conversations and discussions making extended contributions and combining a variety of sentences and language patterns;
- 3.6. use simple language patterns accurately;
- 3.7. use different verb tenses;
- 3.8. modify language appropriately for different audiences and a range of situations, using appropriate register, clear pronunciation and appropriate intonation.

Reading:

- 3.9. understand and respond to written language in different forms written for a variety of purposes and audiences, including:
 - 3.9.1. correspondence
 - 3.9.2. articles
 - 3.9.3. online information
 - 3.9.4. marketing materials
 - 3.9.5. literary texts
 - 3.9.6. diagrammatic information
 - 3.9.7. public information
 - 3.9.8. instructions
- 3.10. understand the main message, main points, specific details and different perspectives in a variety of long and short, simple and complex written texts, using different verb tenses;
- 3.11. discern meaning within a variety of long and short written texts, including some relating to abstract topics, unfamiliar material and some more complex language, interpreting implied meaning where appropriate;
- 3.12. scan for specific information within extended and multi-format written material.

Writing:

- 3.13. write effectively for different purposes;
- 3.14. write accurately using simple and familiar sentences, language patterns and vocabulary to convey meaning and information effectively;
- 3.15. write in an extended and coherent manner in order to convey facts, ideas and perspectives for different audiences and purposes, including:
 - 3.15.1. descriptive and report writing,
 - 3.15.2. persuasive and instructional writing,
 - 3.15.3. creative and imaginative writing,
 - 3.15.4. critical writing / expressing opinion;
- 3.16. use a range of different written forms, such as letters, e-mails, articles, diaries, posters, stories and blogs;
- 3.17. use simple language patterns accurately;
- 3.18. use different verb tenses;
- 3.19. use language creatively, varying and modifying vocabulary and language patterns, style and register intentionally for different purposes;
- 3.20. modify language appropriately, including language and register, for different audiences and a range of situations;
- 3.21. translate short and simple texts from English to Welsh in order to convey the main message and meaning, using language accurately.

Linguistic and grammatical requirements

- 3.22. GCSE Welsh Second Language specifications must ensure that learners demonstrate their awareness and understanding of the following elements of language and grammar when communicating in Welsh:
 - 3.22.1. verbs
 - 3.22.2. questions
 - 3.22.3. pronouns
 - 3.22.4. adjectives
 - 3.22.5. articles
 - 3.22.6. conjunctions
 - 3.22.7. prepositions
 - 3.22.8. names

- 3.22.9. time and dates
- 3.22.10. numerals and ordinals
- 3.22.11. adverbs
- 3.22.12. greetings
- 3.22.13. idiomatic structures
- 3.22.14. frequently used idioms
- 3.22.15. clauses
- 3.22.16. mutations

Required Rationale: When a GCSE Welsh Second Language specification is submitted to Qualifications Wales for approval, the Awarding Body will be required to expand on the elements noted above, and supply a supporting rationale.

Assessment objectives

4. The assessment of the knowledge, understanding and skills required in the specification must target the following assessment objectives in line with the indicated weightings:

Objective	Requirements	Weighting
AO1	Listening – understand and respond to different types of spoken language in various contexts	20%
AO2	Speaking - communicate and interact effectively in different situations and contexts	30%
AO3	Reading - understand and respond to a variety of written language in a range of contexts	25%
AO4	Writing - communicate effectively for different purposes and audiences	25%

Scheme of assessment

5. GCSE Welsh Second Language specifications must include a non-examination assessment, contributing 50 per cent of the qualification's assessment weighting, reflecting the combined weighting for the speaking and listening assessment objectives.

6. Learners must sit at least 75 per cent of their assessment during the final year of the course, including all the examination assessments and at least half of their speaking and listening assessment.

Required Rationale: When a GCSE Welsh Second Language specification is submitted to Qualifications Wales for approval, the Awarding Body will be required to explain how it will meet the requirements in 6, noting the rationale behind the approach.

7. Non-examination assessments must be undertaken on specific dates set by the awarding body.
8. Any assessment of speaking skills must require learners to communicate and interact verbally in a spontaneous manner.

Required Rationale: When a GCSE Welsh Second Language specification is submitted to Qualifications Wales for approval, the Awarding Body will be required to explain how it will meet requirement 8, and supply a supporting rationale.

9. The design and administrative arrangements of non-examination assessments must ensure the validity and reliability of results.
10. GCSE Welsh Second Language must not be tiered.
11. The instructions for learners in the assessments may be given in English, but the questions themselves must be in Welsh.
12. The Awarding Body must state the administrative arrangements that will ensure that candidates that have followed the Welsh Programme of Study throughout Key Stage 3 will not be entered for GCSE Welsh Second Language.

Further information

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