
A level Welsh First Language

June 2020



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Contents	Page
Introduction	1
Background	1
Main findings	4
Recommendations	8
Standards in Welsh	9
Attitudes towards the Welsh language and Welsh as an A level subject	13
Teaching and learning experiences	20
Leadership and management	29
Appendix 1: Evidence base	37
Appendix 2: Information about the case study schools	38
Glossary	40
References	44

Introduction

This report is a response to a request for advice from the Welsh Government in the Education Minister's annual remit letter to Estyn for 2019-2020. The aim of this subject inspection is to provide Welsh Government with an overview of standards, learners' attitudes, provision and leadership in terms of Welsh as a First Language A level subject. The report evaluates how good is the quality of teaching and assessment, and curricular planning, in addition to the formal and informal learning experiences that contribute towards raising standards and improving learners' experiences in key stage 5.

This report will be of interest to Welsh language teachers and headteachers in secondary schools and further education colleges, local authority officers, regional consortia and Welsh Government. The report's findings will help to inform the work of devising a new curriculum for Wales and support the Government's aim of increasing the number of students who study A level Welsh First Language. The report includes examples of good practice that will encourage providers and practitioners to reflect on, and evaluate, their current practice.

Background

The publication of the Welsh-medium Education Strategy (Welsh Assembly Government, 2010), in addition to A living language: A language for living – Welsh language strategy 2012-17 (Welsh Government, 2012) supported the government's commitment to improving the quality of Welsh-medium provision. Based on the principles of Qualified for Life (Welsh Government, 2014, p.18), the importance of the Welsh language is acknowledged, 'by strengthening the focus on its commercial value for the jobs market, the suggested cognitive benefits of bilingualism and its importance in enabling children and young people to achieve a good understanding of the cultural life of Wales in the past and present'.

Welsh continues to be a compulsory element of the curriculum for all learners up to the age of 16, and A curriculum for Wales – a curriculum for life (Welsh Government, 2015, p.18) notes that it is a priority to 'ensure that all learners can develop their Welsh language skills and use the language confidently in different contexts'. Professor Donaldson's report, Successful Futures (2015), proposes that Welsh should remain compulsory up to 16 years of age, and that there should be a renewed focus in schools on learning Welsh primarily as a means of communication, particularly oral communication and understanding.

The Well-being of Future Generations (Wales) Act relates to improving the social, economic, environmental and cultural wellbeing of Wales. In order to ensure that the public bodies that are listed in the act all work towards the same vision, seven wellbeing aims are set. One of these aims is 'a Wales of vibrant culture and thriving Welsh language' (National Assembly for Wales, 2015).

The Welsh Government's strategy, *Cymraeg 2050: A million Welsh speakers* (2017b) outlines the Welsh Government's target of a million Welsh speakers by 2050. It includes two high-level targets: the number of Welsh speakers to reach 1 million by 2050; the percentage of the population that speaks Welsh daily, and can speak more than just a few words of Welsh, to increase from 10% (in 2013–15) to 20% by 2050. The strategy is divided into three strategic themes: increasing the number of Welsh speakers; increasing the use of Welsh; and creating favourable conditions

The strategy notes that education is 'central' to the government's vision. By 2050, a target is identified to increase the proportion of each school year group receiving Welsh-medium education to 40%, and transform how Welsh is taught to all learners so that at least 70% of those learners are able speak Welsh by the time they leave school. In order to realise this, the strategy has targets to increase the number of primary teachers who can teach in Welsh from 5,200; increase the number of secondary teachers who can teach Welsh to 1,200; and increase the number of secondary teachers who can teach through the medium of Welsh to 4,200, all by 2050.

One of the main targets is to 'Reform the post-16 Welsh-medium and bilingual education and skills offer to ensure that young people have the opportunity to continue developing bilingual skills to support a prosperous economy' (Welsh Government, 2017b, p.32). The aim is to 'develop post-compulsory education provision which increases rates of progression' (Welsh Government, 2017b, p.32). The aim is also to 'support everyone, whatever their command of the language, to develop Welsh language skills for use socially and in the workplace' (Welsh Government, 2017b, p.32). The strategy also identifies the objective of ensuring that fewer young people lose their Welsh language skills as they move from statutory education to further/higher education, and that more reach their mid-twenties with a command of the language.

The Welsh in education action plan 2017-21 includes targets in terms of increasing the number of learners who study Welsh as a subject. Indicator 4 is 'More students with higher level Welsh-language skills' (Welsh Government, 2017c, p.43). There are targets for the total of A level Welsh First Language entries as a percentage of GCSE First Language Welsh entries two years earlier. The target for 2021 is 6% (Welsh Government, 2017c, p.43).

The Welsh Government action plan, *Education in Wales: Our national mission*, identifies the need to 'develop a transformational approach to the learning, teaching and assessment of the Welsh language with the aim of ensuring all learners will be able to use the Welsh language when they leave school' (Welsh Government, 2017a, p.18). It also refers to 'continue the 21st Century Schools and Education Capital Programme in order to deliver learning environments that meet the needs of all learners and ensure the availability of education through the medium of Welsh for all who choose it' (Welsh Government, 2017a, p.26).

The new specification for A level Welsh First Language was introduced in 2015 and first awarded in the summer of 2017. The number of learners that choose to study Welsh as a First Language at A level has decreased gradually over the last decade, and the report seeks to understand the exact reasons and factors for this decline.

Coleg Cymraeg Cenedlaethol has appointed an officer to play a leading role in developing and promoting Welsh as a subject. A key part of this work is to play a part in the College's Academic planning, and wider schemes led by Welsh Government, in order to try to increase the numbers that study Welsh up to A level and as a degree subject at university. The post-holder will also encourage and facilitate co-operation with and across Welsh departments in universities.

Over the last ten years, several important pieces of research have been undertaken on the Welsh language. These include Estyn's thematic report, Linguistic progression and standards of Welsh in ten bilingual schools (2014).

Main findings

- 1 In key stage 5, in nearly all of the schools that were visited as part of this review, A level Welsh learners' pride in cherishing the fact that they are Welsh is an exceptional feature. These learners, who have chosen to study Welsh as an A level subject, see Welsh as more than a subject. Often, they play a leading part in the life of their school and their community. They also value the relevant transferable skills that they gain from studying the subject in preparing them for the world of work.
- 2 Many A level Welsh learners make strong progress in their skills, knowledge and understanding of the subject. They speak confidently and fluently, and their language, on the whole, is accurate and natural. A few learners make limited progress in the subject, based on a lack of mastery of the content and style of the set texts, in addition to shortcomings in written expression. They discuss more superficially and generally, and express their ideas less confidently in less refined language.
- 3 Many learners have the necessary confidence and a sound grasp of the Welsh language to use it in formal and informal situations. However, a few learners are not given adequate opportunities to develop their oral skills in informal contexts outside school. Overall, this is because of the areas' socio-linguistic context, or learners' lack of interest and desire to attend Welsh-medium activities in the community as they are not relevant or do not appeal to them.
- 4 Over the last ten years, the percentage of candidates who gain A*/A grades in the subject has remained fairly consistent. The percentage that gain A*-C grades has also remained fairly consistent. Although the number of pupils that study A level Welsh has fallen over the last ten years, the percentage decrease is similar to the decrease in other subjects. In 2018/2019, the percentage of Year 13 pupils that study A level Welsh First Language is similar to the percentage in 2008/2009.
- 5 Learners choose to continue to study Welsh as an A level subject for a number of reasons, including that they enjoyed the GCSE course, the influence of the department's teachers, their confidence in the subject due to the home background, and the influence of parents and family members who have studied the subject. The main reasons for key stage 4 learners not studying the A level course are career aspirations and a lack of enjoyment of the GCSE Literature course, in particular the visual literature texts.
- 6 Most key stage 4 and key stage 5 learners' attitudes towards the Welsh language in Welsh-medium schools and naturally bilingual schools are positive, on the whole. However, the desire and confidence of a minority of learners in using the Welsh language socially, and in a range of situations outside their lessons at school, tends to fade during their secondary education.
- 7 Most learners are aware of the valuable skills that are gained from being bilingual learners, in terms of employability and appeal to employers. However, many learners in bilingual school choose to study their courses through the medium of English in key stage 5.

- 8 In most of the schools that were visited as part of this review, the quality of provision for teaching A level Welsh First Language is at least good, and excellent in a minority. In the schools in which teaching is most successful, teachers have exceptional subject knowledge and succeed in delivering the course in a creative and original way that sparks learners' imaginations. These teachers set high expectations for their learners, and plan lessons that structure the methods of introducing the texts and subject skills skilfully.
- 9 In a few schools, there is not enough focus on challenging learners to attain the highest grades. In these cases, teaching does not develop learners' independence sufficiently to deal with synoptic texts or deepen their understanding of the most complex concepts in those texts. Overall, in these schools, not enough attention is given to recommendations from professional learning experiences to refine and develop pedagogy in order to raise standards. As a result, more able learners are not stretched as they should be.
- 10 Most Welsh language teachers in the secondary schools that were visited provide rich and highly valuable experiences for A level learners, in order to ignite and nurture their pride in the Welsh language and Welsh culture. In a majority of departments, a consistent effort is made to organise stimulating activities to deepen learners' understanding and nurture their pleasure in the set texts.
- 11 Most headteachers in the secondary schools and colleges that were visited have a clear vision for the Welsh language. This vision is based on providing rich provision and effective learning experiences, so that all pupils make the best possible progress in developing their Welsh language skills. The best leaders have clear strategic plans that change annually based on a detailed evaluation, in order to promote the Welsh language and Welshness within their contexts. However, in the last ten years, these factors have not succeeded in increasing the proportion of learners who choose to study A level Welsh.
- 12 Most leaders of Welsh departments have a robust vision to increase the numbers that study the subject at A level, based on their passion and enthusiasm towards the subject. Many subject leaders provide opportunities for students to learn informally and formally about the A level course, by organising valuable enrichment activities to deepen and broaden students' experiences of the subject. However, they face frequent challenges in promoting the subject as an A level option as a result of national marketing campaigns that promote other subjects, such as STEM subjects.
- 13 Many middle leaders organise annual marketing events in order to promote the subjects as an A level study course. These include guest speakers, presentations by Coleg Cymraeg Cenedlaethol, addresses from former pupils, and colourful and attractive option evening pamphlets. However, there are no standardised national resources to promote the subject and the employability skills that are gained from studying it.
- 14 The methods for monitoring the targets that are set in Welsh in Education Strategic Plans (WESPs) to improve Welsh-medium education in their area vary greatly across local authorities. Most school leaders are not aware of Outcome 5 'More pupils and students with higher level skills in Welsh'.

- 15 Leaders in a minority of bilingual schools face increasing challenges in strengthening the medium of teaching Welsh in key stage 4 and 5. In order to overcome these challenges, there are successful examples of leaders adapting and tailoring their provision in order to empower and strengthen Welsh-medium linguistic progression. There are also quantitative targets in these schools' strategic plans to increase the number of learners that study their subjects through the medium of Welsh in key stage 4 and 5.

Recommendations

Schools and further education colleges should:

- R1 Market A level Welsh First Language effectively in order to increase the number of learners that choose the subject
- R2 Develop effective methods of introducing the set and synoptic texts to learners in contemporary and original ways
- R3 Plan purposefully to increase the desire, resilience and confidence of secondary school learners to use the Welsh language, and work with external partners to promote this

Local authorities and regional consortia should:

- R4 Provide networks in order to offer professional learning opportunities and share best practice in terms of teaching A level Welsh First Language
- R5 Track the proportions of learners in key stage 4 and 5 that pursue courses through the medium of Welsh, and set targets to increase this in line with the objectives of the Welsh in Education Strategic Plan

Welsh Government should:

- R6 Provide a national marketing resource to promote A level Welsh First Language and the subject's employability skills
- R7 Work with Qualifications Wales to ensure that the new Welsh GCSE qualifications to support the proposed curriculum offer texts that are more contemporary and more relevant to learners

Standards in Welsh

- 16 The standards of Welsh of most learners that study A level Welsh are good. They speak and listen, read and write well in Welsh, and many transfer their language skills confidently and effectively in various formal and informal contexts.
- 17 Many learners make strong progress in their skills, knowledge and understanding. These learners recall information about their set texts effectively from previous lessons. They are able to apply their knowledge effectively in order to develop and deepen their understanding of the set texts, for example when recalling facts about the historical and geographical context of the poems of the Hengerdd. A few learners make limited progress in the subject, based on a lack of mastery of the content and style of the set texts. Their written expression is also not sufficiently well-crafted to be able to present their ideas and arguments effectively and clearly.
- 18 Many learners speak confidently and fluently and their language is accurate and natural, on the whole. They express themselves clearly and usually adopt the appropriate language register. They discuss, reason, express an opinion intelligently and elaborate by giving valid reasons for their views. For example, when discussing the themes of relationships and addiction when appreciating an extract from *Abermandraw* by Rhys Iorwerth, there are mature and incisive discussions about the significance of the themes in the context of the piece. A minority of learners have extremely refined and eloquent linguistic resources. They express themselves freely and robustly, and show exceptional analytical skills when discussing the texts. These learners have original comments and succeed in drawing astute conclusions between different aspects. This is mainly due to their confidence in speaking the language naturally, and because their teachers have immersed and trained them to extend their vocabulary and their interpretation skills.
- 19 Many listen attentively to the contributions of their peers, and build intelligently on their responses. They reason by developing debates and moving the discussion on the texts forward. For example, when responding to the question 'Which of the characters is most unsure?' in the opening scene of the play, 'Y Tŵr', they succeed in quoting skilfully by considering the boy's reliance on his mother at the opening of the play, and his inability to break free to justify their views, or when discussing a particular scene in the novel, 'Martha, Jac a Sianco', and discussing its themes of legacy and succession.
- 20 A few learners discuss more superficially and generally, and express their ideas in less polished language in which their responses are less confident, syntax is less sound, and English litters their language. Contributions are often more piecemeal, and there is no grasp of the style of the set plays or probing enough discussions about the themes, such as hypocrisy and the use of poetry in the film *Hedd Wyn*.
- 21 Many learners have confident and sophisticated reading skills. They analyse intelligently and skilfully, and summarise effectively, interpret astutely and compare different texts in a balanced manner. For example, when comparing and contrasting the relationship of the poets Waldo, Gwyn Thomas, T.H Parry Williams with their

local area, they are able to appreciate the influence and impact of their habitat on the poets. Many learners respond enthusiastically to various factual texts, for example when completing research for the opinion tasks in Unit 2, and browsing 'Ffurio'r Ffuriau' by the WJEC in preparation for Unit 6. As a result, they develop a wide range of robust higher-order reading skills.

- 22 The best learners have a sound grasp of a wide range of synoptic texts, and their experience of studying the A level Welsh course is enriched by their deep understanding of supporting texts, in order to draw conclusions and cross-reference. Many of these learners have a personal reading record that includes their impressions of a range of texts throughout the course. They appreciate reading lists that are provided by their teachers, but in the best practice they broaden their collection through independent research. Wide reading continues to be a development area among a few learners, due to lack of motivation to read independently and, at times, lack of purposeful planning and guidance within lessons.
- 23 Many learners write confidently and effectively in a wide range of extended forms, and adapt the style and content of their work for different purposes and audiences. By the end of key stage 5, many learners develop sound and subtle writing skills. A majority of learners are able to adapt their register and style in order to create memorable pieces in natural Welsh syntax. A few learners write in a very well-crafted way using skilful and gripping language. The best learners have a mastery of form, register and style in order to create highly effective and memorable pieces, for example when producing the first chapter of a novel, short stories that discuss loss, and candid and subtle portrayals of beloved characters.
- 24 Many learners enjoy the opportunity to write creatively, as the tasks in the non-examination assessment in Unit 2 do not have fetters or boundaries that are too strict. In the best example, learners have elaborate linguistic resources and a creative talent to write subtly and sensitively on original topics. Often, many of the poignant and intense texts that are produced demonstrate maturity and particular attention to register and structure.

Case study: Coleg Meirion Dwyfor, Grŵp Llandrillo Menai

Develop the talent of A level Welsh students to write for different audiences

Strategy

The department's aim is to develop rich opportunities to develop students' skills in writing for different purposes and audiences in Welsh.

Action

The department is aware of the need to maintain standards and increase all students' confidence to develop their writing skills. Through creative exercises, the department gets to know the students on entry to the college. A wealth of original tasks are set in order to refine students' writing skills, such as describing a tattoo and describing their locality after studying the regional poems in the specification. Last year, there was an opportunity to share some of these on the Welsh department's blog.

The department's practitioners believe strongly in developing their creative writing skills in order to support their learners. By taking advantage of attending creative writing courses at Tŷ Newydd, they develop new ideas and skills to share with their students.

Some students write in more than one genre, and this work is used to compete in small Eisteddfodau. By doing so, the work is appreciated by someone else, but learners also receive an adjudication and are able to develop the work before producing new, original tasks for the non-examination assessment. This is an excellent way of giving purpose to the work, but also of giving students responsibility to develop their writing talent.

Another way of developing students' approaches to writing is to hold classes with guest speakers. Last year, there was a 'Stampus' session with the poet, Iestyn Tyne, and the author, Llŷr Titus. Following that afternoon, one of the students' work was published on their website, and this gave her an additional boost to her in her own ability.

Students are encouraged to write for community newspapers, whether by representing the college or as members of their community with organisations such as the Urdd and Young Farmers. Social media sites, such as Twitter, are used to share information, find news and information, and keep in touch with former students and their successes. Students feel that they are connected to those who have experienced national success, and that success is also within their grasp.

Outcomes

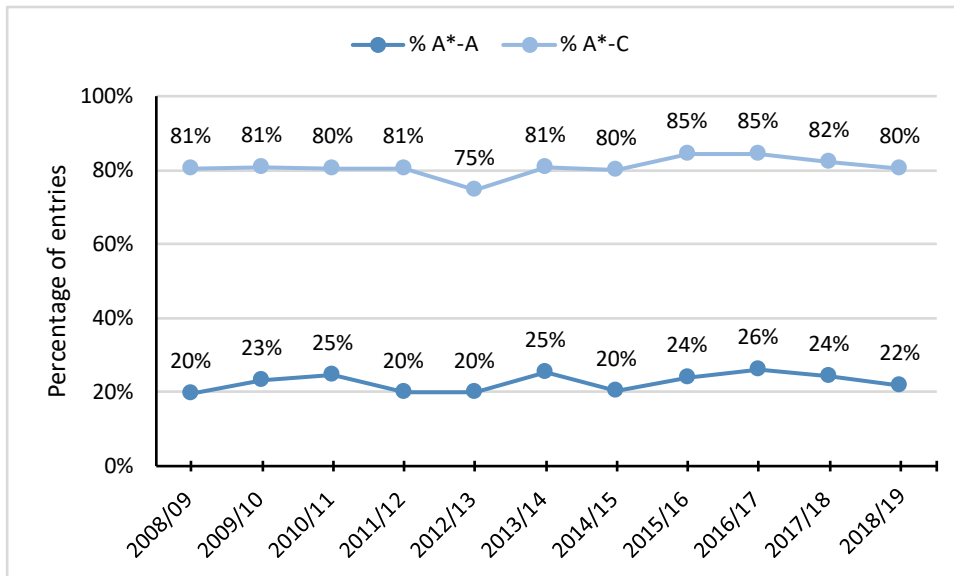
As a result of the above, the standard of students' writing, particularly in Unit 2, has been consistently high over the last three years. Recently, students and former students of Coleg Meirion Dwyfor have won local and national creative writing competitions. In the last ten years, at least 12 of the main literature prizes at the Urdd Eisteddfod have been won by students or former students of the Welsh department. We look forward to celebrating their success in a volume that will be published soon. During 2018/2019, students received 22 prizes in different Eisteddfodau throughout Wales.

- 25 Many learners, when researching and expressing an opinion on a controversial topic, express their ideas articulately and clearly on a variety of current topics, for example when responding to stimuli such as, 'Homelessness is a plague on society'. They succeed in presenting their arguments deftly and skilfully, by cross-referencing and coming to conclusions effectively. The best learners have a wealth of linguistic resources, and there is clear confidence and direction in their writing. They select their register, genre and audience masterfully.
- 26 A minority of learners make basic fundamental language errors. The work of these learners is littered with common errors, for example spelling, lack of mutations and incorrect mutations following the definite article. Misuse of noun genders and awkward syntax affect the flow of their writing. Often, they have an uncertain grasp of the use of the verb, and verbs are misused, particularly impersonal verbs. Many of

these common errors appear in learners' written work as mistakes have been embedded in their natural language for a long time. They also have difficulty transferring grammatical rules effectively in various contexts.

- 27 Figure 1 shows that the percentage of pupils that gain A* or A grades in the subject has remained fairly consistent over time. Similarly, the percentage that gain A*-C grades has also remained fairly consistent.

Figure 1: Percentage of pupils that gain A*/A grades and A*-C grades in the subject (a)



(a) Data is for schools only.

(StatsWales, 2019a)

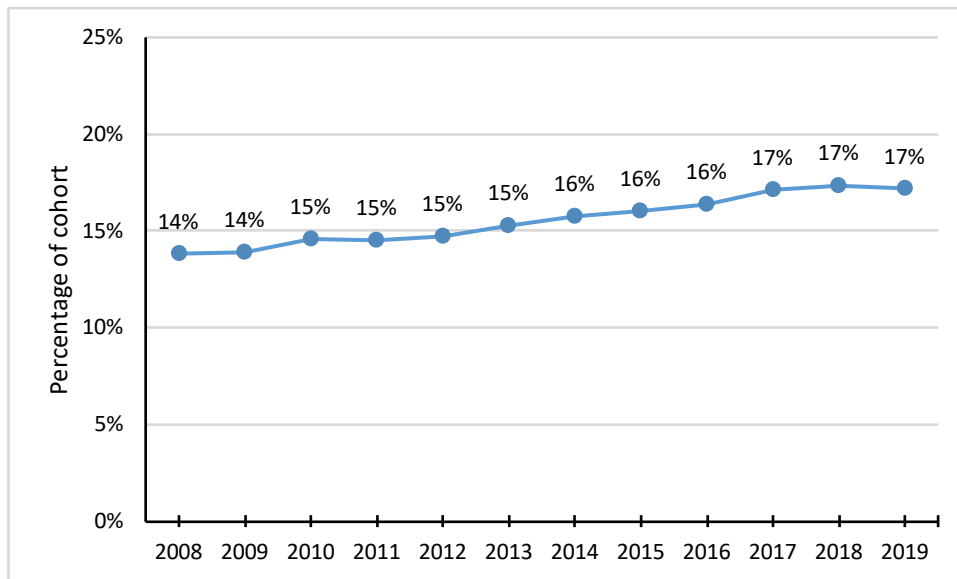
Attitudes towards the Welsh language and Welsh as an A level subject

- 28 Most learners' attitudes towards the Welsh language in Welsh-medium and naturally bilingual schools are positive, on the whole. However, many learners noted that a minority of learners' desire and confidence in using the Welsh language socially, and in a range of situations outside their Welsh lessons, fades as they transfer from primary to secondary. This is usually due to peer pressure to speak English socially, as speaking Welsh outside school does not always support teenagers in engaging with their peers. Those who have the confidence to use the language socially in key stage 5 do so because they have the resilience and conviction, and because they feel confident communicating in Welsh with their peers socially.

Key stage 4 learners' attitudes towards the Welsh language

- 29 Learners in key stage 4 in most of the schools that were visited have highly positive attitudes towards the Welsh language. They are seen to be proud of the fact that they are bilingual learners, and take pride in the fact that the Welsh language will 'open doors' for them in the future. However, in bilingual schools, learners have strong opinions in terms of whether they wish to pursue their courses in Welsh or English in key stage 4. The main factors that influence their choice of study medium encompass:
- The quality of learning experiences
 - Lack of learning resources in Welsh
 - Linguistic confidence to study through the medium of Welsh when English is the language of the home
 - Progression to study through the medium of Welsh in key stage 5
- 30 Figure 2 shows that the percentage of pupils that are entered for GCSE Welsh First Language has increased over the last three years. This means that a higher proportion of the pupil cohort is able to choose to study A level Welsh First Language.

Figure 2: Percentage of the cohort that was entered for GCSE Welsh First Language (a)

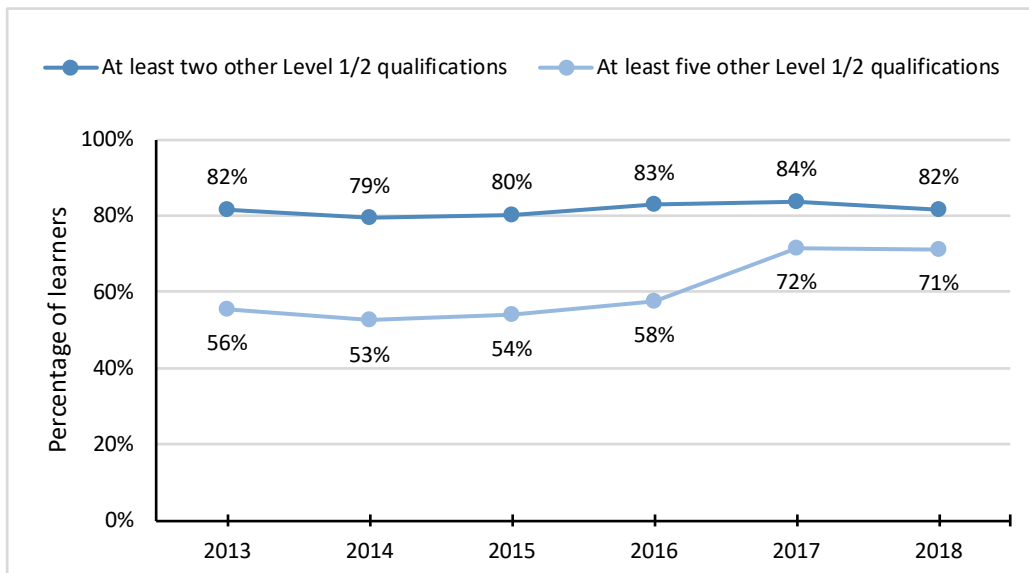


(a) Data is for schools only.

(StatsWales, 2019b)

31 Figure 3 shows that there has also been a substantial increase in the percentage of pupils that study other subjects through the medium of Welsh.

Figure 3: Percentage of pupils that studied Welsh First Language that are entered for other subjects through the medium of Welsh



(Welsh Government, 2019a)

32 Although the number of pupils that follow courses through the medium of Welsh has increased, the few that choose to follow their courses through the medium of Welsh feel strongly that the teaching medium in bilingual lessons does not always give

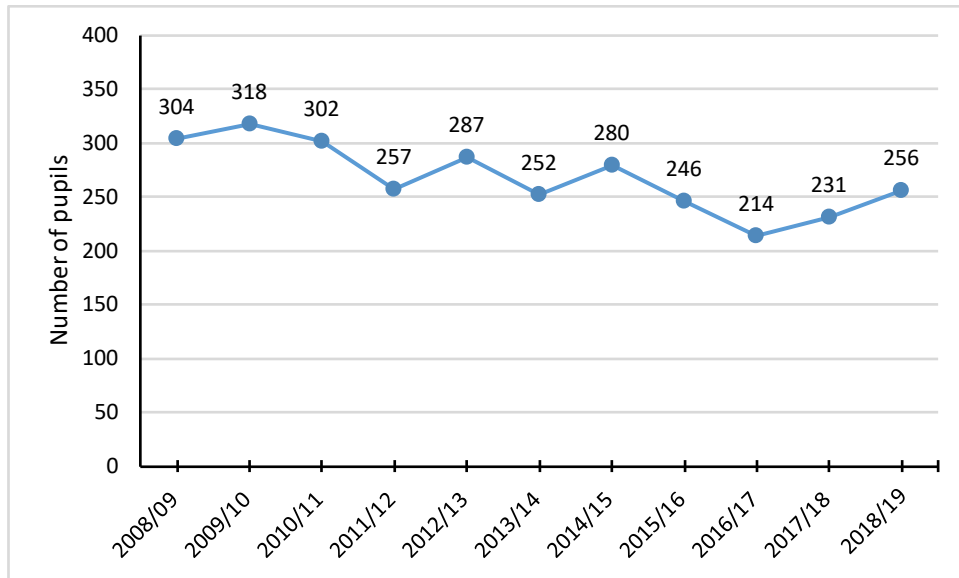
equal status to the Welsh language. A minority of learners note that teachers turn increasingly to English in order to ensure that all learners understand the content of the lesson. Those who follow their courses through the medium of Welsh also feel that they are at a disadvantage in some subjects when resources are not available for them to study through the medium of Welsh. Learners who choose to study their courses in English in bilingual schools feel strongly that they will gain better results. They feel this because resources are easier to access, their linguistic resources are more robust, and more support is available in English from their parents.

- 33 In bilingual schools, learners who are immigrants to Britain take pride in the fact that they have learned to speak Welsh. Welsh is often their fourth or fifth language, and they take pride in belonging to the country to which they have moved. In a few cases, these learners study their courses through the medium of Welsh. These learners have been part of highly successful immersion provision, and realise their contribution to the Welsh Government's target of reaching a million Welsh speakers by 2050.
- 34 Many secondary schools have adopted schemes, including the Welsh Language Charter for example, in order to encourage learners to speak Welsh, learn about Wales and deepen their awareness and pride in their Welshness. Teachers in nearly all schools provide numerous opportunities for learners to speak Welsh during lessons and at other times.

At **Ysgol Bro Pedr**, secondary learners provide numerous activities to support primary learners, as it is an all-age school. Examples of this include secondary learners playing playground games with the primary learners through the medium of Welsh. Sixth-form learners also coach younger learners for competitions in the school Eisteddfod. The result of these activities is that younger pupils have older role models who make speaking Welsh a natural and fun activity.

- 35 Figure 4 shows that the number of pupils that study A level Welsh First Language has fallen over the last ten years. There was a fall of 30% in the number between 2008-2009 and 2016-2017. However, over the same period, there was also a fall of 26% in the total entries for all A level subjects. Over the last two years, there has been an increase in the numbers that study A level Welsh First Language, with 256 studying the subject in 2018-2019.

Figure 4: Number of pupils entered for A level Welsh First Language (a)

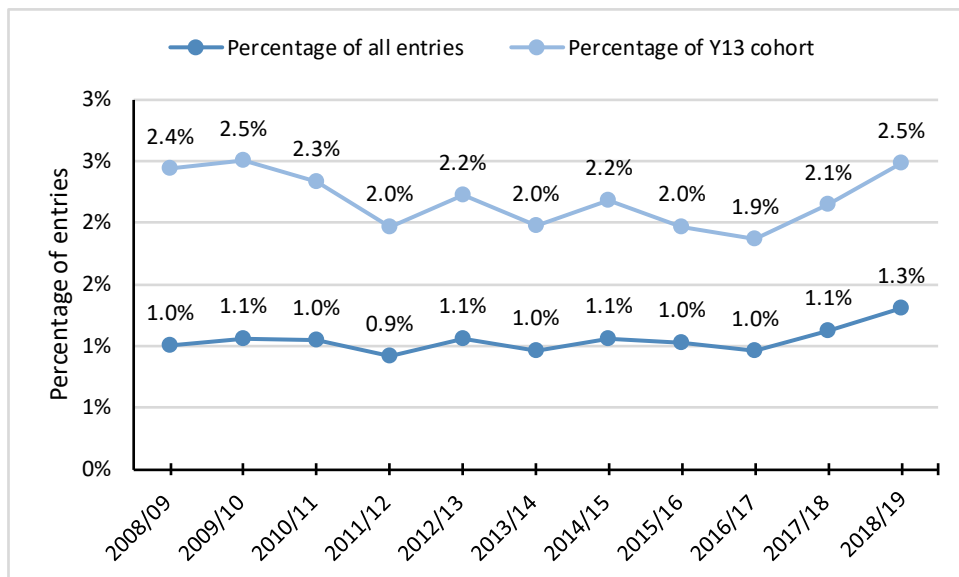


(a) Data is for schools only.

(StatsWales, 2019a)

36 Although the number of pupils that study A level Welsh First Language has declined, on the whole, Figure 5 shows that the percentage of Year 13 pupils that study the subject has remained fairly consistent, and has shown a slight increase in the last two years.

Figure 5: Entries for A level Welsh First Language as a percentage of all entries (a)



(a) Data is for schools only.

(StatsWales, 2019a)

- 37 Most learners are aware of the valuable skills that come from being bilingual learners, in terms of employability and employer appeal. The influence of organisations, such as Welsh Language Initiatives (Mentrau Iaith) and Coleg Cymraeg Cenedlaethol, is essential in terms of promoting the status of the Welsh language at school. Many learners note that listening to key figures discussing the value of bilingualism in their day-to-day work inspires them. However, many learners in bilingual schools choose to study their courses through the medium of English in key stage 5. The main reasons for this are that they either wish to study at English universities, or feel that scientific subjects in particular are easier due to the terminology and easy access to online resources. This relieves pressure on learners and allows them to concentrate on subject content rather than having to translate resources independently.
- 38 In key stage 4, learners who choose to continue to study Welsh as an A level subject do so because they enjoyed the GCSE course, the influence of the department's teachers, their confidence in the subject, and the influence of their parents and families. These learners also appreciate the wide range of skills that are gained from studying the subject, such as communication, analysis, interpretation, writing for different purposes, and learning about their heritage. They also feel that the skills that are developed by studying Welsh are beneficial to them in studying other subjects, such as history, geography, languages and scientific subjects.
- 39 Learners in key stage 4 who choose not to continue with the subject do so for a number of reasons. These include their career aspirations, that they became bored with the GCSE Literature course, that the visual literature texts are old-fashioned and dated, and that they assume that the only jobs relevant to following the course would be teaching and translating. The fact that a host of new options, such as Psychology, Sociology and Law, are available to study for the first time in the sixth form, and the Welsh Baccalaureate, influences the fourth option of a minority of learners who would otherwise have considered studying A level Welsh.
- 40 Many felt that the GCSE Literature course affected their decision not to continue with A level Welsh. Many noted that they enjoyed the GCSE poems and that their content was contemporary and relevant. However, they felt that the fact that only one poem was included on the examination paper, when they had studied ten, was unfair. As they had to compare one poem that they had studied with a poem that they had not seen before, timing was difficult and there was too much focus on the unfamiliar poem. This is different from the requirements of the English literature paper, where they do not need to learn any poems, but instead respond to two poems that they have not seen before. In addition, hearing that there were more poems on the AS course deterred a minority of learners from choosing the course. Several comments were also made about the focus in comparison with the GCSE specification. Learners are expected to compare on the language paper, compare two short stories in the non-examination assessment, compare two poems on the examination paper, and compare printed text with a film in the visual literature examination. As a result, the nature of the tasks can be monotonous, and making links between texts is an irrelevant and artificial exercise.
- 41 Many learners feel that the GCSE texts are dated. It was noted that the films in the visual literature section are 'old fashioned' and 'irrelevant' to young people today. Learners would like to see more up-to-date and modern texts that will engage their

interest and curiosity. A minority of learners noted that they would like to study a modern play as an oral topic, rather than be assessed on an adaptation of film text.

- 42 A minority feel that the texts that are studied at the beginning of the GCSE course influences their enjoyment of the subject. It was noted that studying a play, such as *Blodeuwedd*, at the beginning of Year 10, overwhelmed them as the context and language were strange and unfamiliar. Producing creative work based on the play by emulating the original phraseology at the beginning of their GCSE studies had a negative influence of their perceptions of the course, and on their desire to continue with the subject at A level.
- 43 Many learners enjoyed the set novels as there were plenty of options on the specification. A minority of learners felt that some of the novels involved too many intense and sad themes. This could influence learners' perception that Welsh is a melancholic and heavy subject.
- 44 Many learners in key stage 4 were very complimentary about the 'Cymraeg ar daith' visits by Coleg Cymraeg Cenedlaethol. They appreciated hearing the poets from the GCSE literature course discussing their poems. According to these learners, presentations are original, lively and come from the mouths of the poets. This introduces poetry in a more informal and engaging way, from the poet's own perspective. Nearly all schools had been visited by poets such as Rhys Iorwerth, Aneirin Karadog and Hywel Griffiths to discuss the set poems.

Key stage 5 learners

- 45 Many learners have the confidence and a sound grasp of the Welsh language to use it in formal and informal situations. This year, many secondary schools have implemented the Welsh Language Charter. This scheme facilitates and places a specific focus on providing valuable opportunities for secondary learners to socialise and enjoy themselves through the medium of Welsh outside school hours. However, a few learners are not given opportunities to develop their oral skills in informal contexts outside school. In the main, this is because of the sociolinguistic context of the areas, or learners' lack of interest in attending Welsh-medium activities in the community, as they are irrelevant or do not appeal to them. Use of the language naturally in social situations among school sixth-form learners varies greatly across Wales based on opportunities, motivation and how relevant provision is to them.
- 46 In key stage 5 in nearly all schools and colleges, learners' pride and sense of embracing the fact that they are Welsh are an exceptional feature. These learners who have chosen to study Welsh as an A level subject see Welsh as more than a subject. They often play a prominent part in school life, for example by supporting the school's younger learners as mentors, organising activities in their local areas and promoting Welshness in their institutions and their communities. These learners make key contributions to several forums within their school. Examples include holding informal Welsh conversation sessions with adults to boost their confidence in the language, acting as language ambassadors, organising gigs, organising the school eisteddfod, running the school radio station and volunteering with organisations such as the Urdd and Young Farmers' Clubs.
- 47 Most learners who study the subject are positive about their learning experiences, and value the transferrable and relevant skills that are gained by studying the subject

to prepare them for the world of work. Overall, these learners immerse themselves in all of the extra-curricular experiences that are provided in order to enrich their experiences of studying the course. When choosing their options, enjoyment of the GCSE course is a core factor, in addition to lively lessons, the influence of teachers, parents, family members and successful presentations during options evenings.

- 48 Many learners have benefitted from a wealth of additional experiences in order to place the subject in its context and wider context. The residential course at Glan-llyn appeals greatly to nearly everyone who attended this course. The opportunity to hear lecturers from Bangor University lecturing on the set texts deepens, broadens and enriches learners' understanding of the syllabus. However, there is a feeling among a minority of learners that the course is expensive and disrupts their other studies at school, as it lasts three days. Without exception, this course was praised highly by learners and their teachers. This year, many schools have benefitted from a grant for Promoting Welsh as a subject from Coleg Cymraeg Cenedlaethol to support the cost of the trip.
- 49 Many learners also take advantage of support from university Welsh departments through seminars, workshops and lectures. Through this provision, learners are given an opportunity to receive resources, hear the views of scholars and meet fellow learners who are studying the same course. This is excellent preparation for learners for their higher education studies.
- 50 Many learners note that the aspects of the course that they enjoy most are the oral elements, coursework and Welsh in context. A majority note that they value the creative element of the AS course as there is less of a focus on creative writing in GCSE Language once the coursework has been sent. Many enjoy the topics for the oral units and enjoy the fact that two of the units are assessed orally. The novel texts in Unit 4 are also received very warmly, and learners expressed exceptional enjoyment in studying them. Overall, learners regard the AS course as being heavier than the A level course. In a few cases, this leads to learners failing to continue with the advanced course. They feel under pressure to remember twelve poems by heart and feel that they should be able to take clean copies of poems into the examination with them. They feel that this would provide the same assessment conditions as the English examination, and that there would be more focus on interpreting the poem rather than testing their memory.
- 51 Grammar and the Hengerdd are the most complex and appeal least to around half of learners. They often feel that the work is cumbersome, the language is alien and that there is not enough of a focus on grammar lower down in the secondary school. However, when these courses are delivered in creative and fresh ways, learners have a more positive response to the texts.

At **Ysgol y Preseli**, the department uses 'Siwpyr Stomp' creatively, for example in order to place the bardic tradition in its modern day context. Teachers are passionate about their subject and use their exceptional subject knowledge to get under the skin of Taliesin and Aneurin's poems and make them relevant to modern life. They compare the purpose and function of sixth century bards, which was to entertain crowds, with a poetry stomp to celebrate the best in the poetic world in the twenty-first century. This leads to pupils having a sounder understanding of the purpose and relevance of the bardic tradition today.

- 52 Many learners feel that grammar should be introduced early in the secondary education, in order to reduce the burden of learning and have an opportunity to get used to the terminology sooner. Learners referred frequently to familiarising themselves with terms such as prefixed pronouns and affixed pronouns, verbs, infinitives and clauses. It was also noted frequently by Year 12 learners that there was not enough focus on Welsh history in their studies in key stage 3 and 4. As a result, the historic background was new and unfamiliar to them when studying Siwan and thirteenth century Welsh history.
- 53 Most A level Welsh learners feel that the subject should be marketed much more effectively. They feel that a national marketing resource, with figures who have studied the subject in the past, would succeed in attracting learners in a more sophisticated way than options booklets and posters. The timing of the options evening early in the Autumn term in Year 11 is also key, as competition from other providers, such as sixth-form colleges, can influence the numbers that study the subject. Overall, it is felt that opportunities are missed to sell the skills that are gained from studying the subject, as it has to compete with powerful marketing campaigns for STEM subjects. Several learners referred to the fact that marketing for STEM subjects takes place before they start secondary school.

Teaching and learning experiences

- 54 In most schools and further education colleges, the quality of provision for teaching A level Welsh First Language is at least good, and is excellent in a minority of them.
- 55 In the schools and further education colleges in which teaching is most successful, teachers have exceptional subject knowledge and succeed in delivering the course in a creative and original way that sparks learners' imaginations. These teachers set high expectations for their learners and plan lessons that structure approaches to introducing the texts and subject skills skilfully. In the best practice, teachers also vary their methodology in order to experiment with effective ways to engage learners' curiosity in the subject. These teachers are also able to place texts in their context in contemporary and stimulating ways. For example, by presenting 'Gwaith Argoed Llwyfain' by Taliesin for a twenty-first century audience, Ysgol y Preseli deals with sixth century text in natural, modern day Welsh. Through techniques such as this, learners become familiar with the context and history before analysing language and style.
- 56 At Ysgol Tryfan, the Welsh department succeeds in attracting high numbers to study the subject every year, even though the school has only 424 learners. The department has a number of specific strategies to provide learners with educational experiences of the highest standard.

Case study: Ysgol Tryfan

Inspiring learners and maintaining high educational standards

Strategy

The department's vision is to ensure very high quality education that inspires learners, ignites their interest and enthusiasm, and their motivation to study the subject at A level.

Actions

Welsh teachers strive to form very effective learning relationships in their classes. They are very enthusiastic and plan skilfully to provide challenging tasks. They have very high expectations in terms of learners' participation and progress. They draw successfully on their comprehensive subject knowledge and their enthusiasm towards their curricular area to place their lessons in context skilfully. As a result of this, students receive numerous extra-curricular experiences, including attending all plays that are performed at Bangor University's Arts and Innovation Centre, Pontio. Workshops and discussion panels are also organised, in addition to visits to the National Library, a trip to Bethesda in relation to Un Nos Ola Leuad, Welsh revision courses by universities, a course at Glan-Ilyn, and numerous guest speakers. Most teachers' explanations and instructions are clear, engaging and revealing, and ignite pupils' interest. The department's aim is to set high expectations at all times by showing an unwavering passion towards the subject.

They have given detailed attention to their methods of questioning. By asking incisive and probing questions, they aim to stimulate learners to think more deeply, broaden their understanding and justify their opinions. A clear priority is given to developing learners' oral skills in order to nurture natural, fluent and confident speakers who are ready to discuss their ideas enthusiastically in pairs and class discussions. Many opportunities are also provided to nurture learners' independent learning skills particularly successfully. A large number of sixth-form students win the main writing prizes in local Eisteddfodau and win national writing competitions.

Outcomes

The numbers that study A level Welsh First Language at Ysgol Tryfan are consistently high. It is a popular subject and outcomes have been consistently high over the last four years. During the last four years, nine pupils have gone on to study the subject at university.

- 57 In a few schools, there is not enough focus on challenging learners to attain the highest grades. In these cases, teaching does not develop learners' independence sufficiently, or their understanding of the most complex concepts in the texts. As a result, more able learners in particular are not stretched as they should be.
- 58 In most lessons, teachers have a very productive working relationship with their learners. They have a suitable balance between playing the role of advocates and promoting learners' independence to develop resilience and perseverance when undertaking challenging texts and tasks. They plan lessons and resources skilfully in order to include experiences that meet the needs of the full range of learners. Many teachers place a clear emphasis on delivering lessons by using contemporary approaches with visual and aural resources. Examples include using QR codes to watch a clip about the war in Afghanistan, before studying the poem 'Cân y Milwr' by Karen Owen. Through research and background work in the clips, learners familiarise themselves with the context and background before interpreting the set poem. Other approaches in planning include weaving protest music about Greenham Common in the background when discussing the poem 'Sul y Mamau yn Greenham' by Menna Elfyn, and playing sound clips of poems, such as 'Yr Wylan' by Dafydd ap Gwilym, being recited strikingly from the WJEC website.
- 59 A few lessons are too monotonous, where texts are presented in a way that limits independent learning and opportunities to network and discuss. In these cases, there is too much emphasis on learners taking notes in the form of a lecture, or a few teachers read the texts themselves rather than asking learners to read them and interpret them personally. As a result, learners are too passive and do not develop their independent skills and, as a result, they are not given an opportunity to come to their own personal conclusions and interpretations. There is also not enough focus on introducing synoptic texts gradually during the A level course in order to broaden their understanding of various texts.
- 60 Many departments use modelling very effectively to share examples of best practice to develop learners' oral, reading and writing skills. The most successful practice is to use WJEC's oral tracks and internal tracks of the oral work of the departments' former learners to model effective oral work in Units 1 and 4. In terms of developing

awareness of the criteria and the expected standard of learners' writing, departments create internal portfolios with examples of the work of former learners, in order to share high expectations and examples of the type of tasks and texts that have gained good grades in the past. In order to develop the synoptic element, departments create reading lists, packs of cross-thematic pieces and set specific lessons for learners to present seminars on their chosen texts. This helps learners to be able to analyse themes, appreciate the style of works that they have read in order to deepen their understanding, and promote their enjoyment of the subject.

Case study: Ysgol Gyfun Glantaf

Develop teaching strategies to develop learners' oral skills to discuss maturely and at length

Strategy

Stretch and develop the most able learners by promoting their independence and perseverance to analyse, question and discuss exceptionally well to attain the highest grades consistently.

Action

An excellent feature of teaching in this department is its strategies to develop learners to discuss maturely and at length. By asking incisive and probing questions, learners are stimulated to think more deeply, and the door is opened for them to extend their answers and justify their opinions. The department has created a culture in which many learners ask particularly astute questions to their peers and teachers. As a result, they develop and strengthen their critical skills particularly successfully.

In order to challenge the most able learners, there are purposeful plans to broaden their subject vocabulary in order to analyse complex concepts in polished and refined language. As a result, most of the most able learners in the class are willing to discuss work by using sophisticated language, and communicating eloquently and confidently orally. They work highly successfully in groups and pairs, and with a variety of people.

The department is very successful in developing independent learners who persevere and analyse challenging work, such as Aneurin's odes, and demonstrate well-developed analytical skills. An excellent feature of teaching is the ethos that learners have the confidence to try and to learn from each other. By presenting the context of legends and the Hengerdd in creative and lively ways, most learners have highly positive attitudes towards this unit. Nearly all pupils succeed in recalling information successfully and remembering facts about the historical/geographical context of this period highly effectively.

There is a strong emphasis on developing learners' ability to deal with Unit 5 texts confidently and fluently. Through skilful coaching and sharing original resources, many A level learners write with accuracy. The department, in co-operation with schools in south east Wales, has created specific resources on this unit, based on a detailed analysis of the comments in the external examiner's report. Based on this provision,

many learners use rich vocabulary and explain the significance of key words and events in context highly effectively, for example when analysing extracts from the legend of Branwen. These pieces of work are structured and extensive, as a result of the department's sound awareness of the requirements of this unit of the examination.

Outcomes

Over the last four years, all pupils have gained A*-C grades. The numbers that gain A*/A grades are also consistently high, with all pupils gaining an A*/A grade in 2018.

- 61 After reading the suggestions of the WJEC's Chief Examiner in her annual report, many Welsh departments adapt their teaching strategies in order to improve the standard of specific units of the specification. The department at Ysgol Syr Hugh Owen saw that it needed to enrich learners' ability to make synoptic references regularly when discussing the set novel *Un Nos Ola Leuad* by Caradog Pritchard in their Unit 4 oral examination. The department's conclusion was that it needed to encourage more cross-referencing, comparing and contrasting of the set novel with independent reading texts in order to strengthen learners' ability to attain the highest grades. A strategy was agreed upon to refer to other literary texts in all oral discussions when studying the set novel throughout the year, rather than when they had finished reading the set novel.

Case study: Ysgol Syr Hugh Owen, Caernarfon

Develop a synoptic approach when studying the set novel, *Un Nos Ola Leuad*

Strategy

The department's objective is to weave synoptic references effectively into oral discussions throughout the Unit 4 course.

Action

The lesson begins with a starter task to recall information and prompt learners to respond to a quote by Menna Baines from her volume, "Yng Ngolau'r Lleuad",

"Trwy'r cyfan, y peth sylfaenol sy'n cael ei fynegi mor ddirdynnol yn Un Nos Ola Leuad yw profiad o golled, a cholled o ryw fath neu'i gilydd sydd wrth wraidd pob un o brif themâu gwaith yr awdur hwn..."

This quote is returned to skilfully throughout the lesson while deepening learners' understanding of the main character's relationship with his friends, and the significance that the loss of these friends has on the boy.

The aim of the lesson is to discuss the boy's relationship with Huw and Moi. The class is divided into groups of three, and the relationship between particular characters is given for the groups on which to focus. The boy's relationship with Huw is the focus for some groups, while others

discuss his relationship with Moi. Ideas are recorded on a sheet in the form of a Venn diagram, alongside any key quotations. Throughout the lesson, the teacher plays the role of facilitator. She probes, challenges and encourages learners to quote from the novel to corroborate their conclusions, and refer to key scenes or events. They are reminded frequently of Menna Baines' quotes during the discussion.

Members of the groups are then mixed, and each new group includes an expert on the relationships of the different pairs of characters. They are asked to listen and share their interpretations and conclusions with each other, and record new information. Then they are asked to challenge themselves and enrich the discussion about the characters and the theme of loss through synoptic cross-referencing with these aspects from their personal reading. Discussions are enriched through learners' references to their Synoptic Reading Records. This is an excellent feature. Learners can be heard comparing and contrasting very extensively by referring to novels such as 'Bitsh', 'Llyfr Glas Nebo' and 'Blasu', and quoting from them skilfully. To close the lesson, they come back to Menna Baines' quote about 'loss'. The context of the following lesson will be to consider the losses suffered by Caradog Pritchard that are illustrated in his autobiography, 'Afal Drwg Adda', and his award-winning odes.

Outcomes

Learners' reading, listening and discussion skills are developed to a very high level, and nearly all learners can be heard co-operating and communicating in accurate and rich idiomatic Welsh. As a result, evidence can be seen of mature analytical work, with the synoptic texts woven naturally into the discussion. A minority analyse deftly and highly astutely when weighing up whether Moi's death was the beginning of the main character's mental decline.

- 62 Many Welsh departments have revised their schemes of work beneficially over the last two years. They have focussed specifically on adapting learning plans in key stage 3 in preparation for the GCSE course. The best departments have been successful in trying to ensure that their revised schemes have a contemporary appeal and stimulate learners. This is to be welcomed in the context of the aspiration to increase the proportion of learners that continue to study Welsh at A level and beyond. However, with an increasing emphasis on language accuracy when writing, a minority of schools do not plan sequentially to build on learners' previous knowledge and language skills. This makes the grammar course in the A level specification more challenging for students, due to the lack of a robust earlier foundation of language rules in key stages 3 and 4.
- 63 Most A level Welsh First Language teachers assess their learners' work very thoroughly and, in most cases, they analyse strengths and areas for improvement incisively and specifically. Feedback on learners' work usually refers clearly to specific success criteria, which derive from the course's marking schemes. In the best cases, oral and written feedback is also highly individual and constructive, and encourages students to reflect on areas for improvement. In a few cases, teachers'

comments are not specific enough. They do not help learners to improve the quality or accuracy of their own work and, therefore, do not have a positive effect on raising standards.

- 64 Many Welsh teachers ask incisive and probing questions in order to prompt learners to reflect and expand on their responses. In the best examples, these teachers question learners again and develop their justification, analytical and interpretation skills both orally and in writing.
- 65 Nearly all schools have effective procedures that enable them to track their learners' progress in great detail. They succeed in identifying areas for improvement in their work, and provide specifically for them, where necessary. Outcomes often inform areas for improvement in the department's improvement plans.
- 66 Most schools have a good awareness and reliable and valid knowledge of learners' attainment. Based on internal assessments, a few departments create extremely useful and personal reports for learners to respond to their improvement targets. They set challenging targets for them and plan carefully in order to ensure that individuals and groups achieve in line with their ability.
- 67 At Ysgol Godre'r Berwyn, teachers make effective use of internal assessments, item level data and examiners' reports in order to respond to specific areas for improvement in their departmental improvement report in key stage 5. On this basis, they adapt their provision and teaching methodology in order to respond to the specific areas that are in need of attention.

Case study: Ysgol Godre'r Berwyn

Review poems thematically orally before writing the Unit 3 essay

Strategy

The department's strategy is to refine its provision to respond to the findings of its analysis of item level data.

Action

As a result of analysing WJEC's item level data for Unit 3 and the WJEC Chief Examiner's Report 2019, the department noticed that it needed to act on learners' ability to compare poems in more depth, and plan the essay more methodically. In this lesson, as the teacher introduces various learning strategies, she leads learners to appreciate and deepen their understanding of the importance of community, locality and society when comparing the work of T.H. Parry-Williams, Waldo and Gwyn Thomas.

By varying learning strategies through individual, independent work, work in pairs and groups, reading, oral, listening and written work, the teacher refines learners' analytical, interpretation, application, comparing and contrasting skills skilfully and builds their confidence in sharing their experiences.

In order to develop learners' thinking, the teacher begins with the activity "y

dyn sinsir". This provides an opportunity for learners to warm up by reflecting on the influence of their community, locality and society. In order to continue to warm up and recall information, the teacher gives learners a series of cards. On each card is one of the poet's influences, and the learners' work is to sort the cards and match them to the correct poet. Learners are then given an opportunity to discuss together before watching short clips of the poets discussing their relationship with their community (clips from Gwlad Beirdd – T. H. Parry-Williams and Gŵr Geiriau – Gwyn Thomas).

Then, in groups, they focus on one poem by a different poet, and discuss it in the context of a quote by Waldo Williams,

"Mae cynefin bardd yn bwysig iddo... y golygfeydd o gwmpas yn golygu rhywbeth...ambell waith chi'n teimlo'ch hunan yn rhan o'r wlad a'r fro o'ch cwmpas... fel pe byddech yn perthyn yn gorfforol i'r fro...wedi clymu i'ch cynefin..."

Learners are challenged to discuss illustrations of the community, the poet's understanding of its people, and his relationship with his community. They are reminded by the teacher to quote and explain at length, by focussing on purposeful style techniques to corroborate the poet's attitude towards his area. The groups are then restructured. Learners are now "experts" on one of the poems and teach each other about their findings. All pupils record what they have learned in the form of a Venn diagram. Nearly all learners hold lengthy and astute discussions at a very high level.

To finish the lesson, a "model" of an opening paragraph of an essay is presented, based on Waldo's quote. Individually, learners highlight the excellent features before providing ideas on how to refine the essay further. The learners' homework is to submit a practice essay for Unit 3, based on Waldo's quote.

The advantage of this lesson is the teacher's ability to act as a coach, who encourages and prompts learners to be fully active and independent.

Outcomes

The Welsh department at Ysgol Godre'r Berwyn is a very well-established and experienced department that attracts a very high percentage of learners to study Welsh each year.

The very high quality, passionate teaching provides exciting experiences for learners, as a result of the teacher's rich and confident knowledge. This ensures lessons that are planned skilfully and in great detail.

Learning experiences

- 68 Most teachers provide rich and highly valuable experiences for their learners in order to stimulate and nurture their pride in the Welsh language and Welsh culture. In a majority of departments, a consistent effort is made to organise activities to deepen learners' understanding and nurture their pleasure in the set texts. This fosters learners who are curious about, and enjoy, the Welsh language. This is achieved through activities such as visiting the home of the poet, Hedd Wyn at Yr Ysgwrn, a trip around Bethesda, the home of Caradog Pritchard, and seminars in the company of the author, Manon Steffan Ros. Departments also take advantage of regular trips to the theatre, where learners are immersed in live and contemporary experiences. Teachers' efforts to organise all of these excellent learning experiences nurture learners who have very positive attitudes towards the subject.
- 69 At Ysgol Gymraeg Bryntawe, the Welsh department provides extremely rich learning experiences outside the classroom to immerse learners in the Welsh language and its heritage. As nearly 90% of learners come from non-Welsh-speaking homes, the school's provision is key to learners' success in the A level course.

Case study: Ysgol Gymraeg Bryntawe

Inspire learners to see the benefit and value of A level Welsh in a wider context

Strategy

The Welsh Department plans purposefully for the development, success and growth of A level Welsh by offering provision that inspires learners and engages their interest. Additional cultural experiences are provided for learners outside the course itself, such as a weekend trip around Wales, a GCSE and A level transition trip, and classroom software in Hwb is used to assess learners work in an a contemporary way.

Action

Every two years, a "Wales in a weekend" trip is organised for A level Welsh students, which brings aspects of the A level course to life for learners. The trip usually visits Waldo's memorial, Cardigan, Yr Ysgwrn, Rhyd-ddu, Caernarfon and Aberystwyth, while meeting a few poets or writers in order to broaden learners' awareness of their heritage. A booklet is prepared for the trip, and it is used in the various locations to read poems or provide an interesting background to the places that are visited, in order to provide an educational context to the trip for learners.

This year, a transition trip was organised for A level learners and those from Year 11 who were interested in studying the subject in the sixth form. The course was held in Aberystwyth, and the University campus and the National Library were used as venues. Several guest speakers were invited, including the author, Caryl Lewis, and former Welsh graduates who work in various jobs were asked to share a few words of experience about the usefulness of studying Welsh in preparing for the workplace.

Hwb 'classes' are also used as a contemporary way of assessing learners' work. Digital 'assignments' are set for learners to complete regularly as a means of revising various aspects of the A level course, and learners are asked, within their oral groups, to record their discussions and upload them to Hwb in order for the teacher, in turn, to record themselves giving oral feedback to learners, and for the learners to listen to this feedback and make notes. This contemporary approach to assessment promotes independence and enables learners to have regular access to personal feedback, which ensures progress and development in the subject.

Outcomes

On average, over the last four years, 17% of the school's sixth form have studied A level Welsh First Language. 21 learners are currently studying A level Welsh. There is an emphasis on accepting everyone who wants to study Welsh, including foundation tier GCSE learners.

In the last four years, 80% gained A* to C grades in the A level Welsh course, and 17% attained A*/A grades.

- 70 Many schools promote exceptionally broad and varied provision to enrich learners' experiences of the Welsh language, and encourage them to use it within the school and the local community. For example, the Secondary Welsh Language Charter is implemented and there is co-operation with local agencies and organisations, such as the Urdd and Welsh Language Initiatives (Mentrau Iaith). In order to provide live experiences to practice their language, learners at Ysgol Godre'r Berwyn spend a period of work experience with the Ifor Williams company, and run a 'Llên er Lles' project with an old people's home, so that learners communicate naturally in Welsh in their community.

Leadership and management

Vision for the Welsh language

- 71 Most headteachers of the secondary schools and colleges that were visited have a clear vision for the Welsh language. This vision is based on rich provision and effective learning experiences, so that all pupils make the best possible progress in developing their Welsh language skills. In most schools, leaders ensure that Welsh is offered as an A level First Language subject as a matter of principle, whatever the numbers in the class.
- 72 The features below are prominent in the schools in which Welsh is a strength:
- robust support from the headteacher and the senior team to promote the Welsh language and Welshness across all aspects of school life
 - full support and commitment from governors to prioritise the Welsh language and promote Welshness in the school's strategic plans
 - clear and purposeful planning to develop opportunities to improve provision for the Welsh language, with clear milestones
 - consider the learners' voice when planning opportunities to promote the use of the Welsh language, both inside and outside the school
 - making imaginative use of strategies to promote the use of the Welsh language in individual contexts
- 73 Standards in Welsh and promoting learners' Welshness are a priority in a majority of school's improvement plans. For example, leaders at Ysgol Bro Myrddin set actions annually in order to support the school's Welshness, and support and promote the use of the Welsh language within the school.

Case study: Ysgol Gyfun Gymraeg Bro Myrddin

Providing valuable opportunities to enrich learning experiences

Strategy

Provide numerous opportunities for all of the school's learners to be immersed in the Welsh language in their work, and through extra-curricular activities, in order to inspire and stimulate them.

Action

The senior leadership team, the Welsh department and all members of the school's staff promote the use of the Welsh language. The school's language category was changed to Welsh-medium in 2015 and, by September 2022, all subjects will be taught in Welsh only. Developing Welshness is part of the school development plan each year, and a wide range of experiences is provided for all pupils and staff.

The school provides a host of enrichment opportunities for learners, which

are often led by the learners themselves. This comprehensive programme is co-ordinated by the 'Cymreictod P4C' committee, which is a diligent sixth-form committee. They organise extra-curricular activities each term in order to encourage Welshness outside the classroom. Every year, days are organised such as 'Maes B Bach', when groups and individuals, such as the 'Welsh Whisperer' and Marci G, are invited to the school. Last year, 'Bwrlwm Bro' was organised, which was an afternoon of live Welsh music and numerous competitions. A host of external Welsh speakers come to address learners each year: successful business people to lead the profile mornings and former pupils to talk at award evenings. Former pupils are also invited to address classes and talk specifically about the importance of the Welsh language in their life and work e.g. the cyclist Scott Davies, the actor Steffan Cennydd, and the weatherman Steffan Griffiths, to name but a few.

The Welsh department has a comprehensive programme to enrich learners' learning experiences. A range of experiences is provided, such as mentoring and training in creative workshops and reading workshops, attending university lectures, learning to write poetry and 'cynganeddion' with numerous poets, and going on literary trips. A film was produced by the department recently in order to encourage learners to study the subject in the sixth form. The department also takes advantage of opportunities during the year to provide rich experiences outside lessons. It has strong links with local Eisteddfodau in the area, universities, poets, authors, journalists, the BBC, the Fellowship of Reconciliation and Coleg Cymraeg Cenedlaethol. This helps learners to foster a sense of belonging, to broaden their linguistic abilities and enrich their experiences.

Outcomes

The school's standards of Welsh are exceptionally high each year, and all pupils make very good progress. Learners praise the numerous experiences that are provided for them, and the numbers that decide to study A level Welsh are consistently high.

Strategic planning

- 74 The best leaders have clear strategic plans that change annually, based on a detailed evaluation, in order to promote the Welsh language and Welshness in context. The varied contexts of each school require that leaders tailor their priorities specifically to their context in order to meet the Welsh Government target of reaching a million Welsh speakers by 2050. Leaders often feel passionately about this agenda and support their staff and learners to have learning experiences of the highest standard, coupled with strengthening linguistic progression. For example, at Ysgol Bro Myrddin, the school's language category was changed by working with the county and governors. In order to develop Welsh in the foundation phase at Ysgol Bro Pedr, there was a successful consultation to allow all children to study solely through the medium of Welsh until the end of the foundation phase. At the beginning of key stage 2, parents are able to choose the first language or second language stream for their children. The aim is to provide learners with a more robust linguistic

foundation to become proficient in the language, and continue to develop their language beyond the foundation phase. As Ysgol Bro Pedr is an all-age school, the school is confident that changing the language medium in the foundation phase will have a positive influence on linguistic progression and A level choices in time.

- 75 The Secondary Welsh Language Charter is beginning to gain momentum in many secondary schools across Wales since September 2019. In some cases, secondary schools work closely with their primary schools to ensure robust progression between key stages in terms of learning and provision. At Ysgol y Preseli, leaders have created a valuable transition scheme in order to raise and develop the oral and written skills of learners who are transferring to secondary school.

Case study: Ysgol y Preseli

Working with primary schools in order to increase learners' confidence in using the Welsh language orally

Strategy

Leaders' strategic planning to ensure clear and robust linguistic progression between key stages. Robust co-operation with stakeholders in order to ensure strong Welsh skills and learners' complete pride in the Welsh language and their Welshness.

Action

The complete support of senior leaders for the department and the subject, and their support to ensure that learners at Ysgol y Preseli gain rich experiences in a Welsh environment, are noteworthy. Promoting Welshness is a whole-school priority. They respond flexibly to challenges that they face in terms of the Welsh language, and listen to the department in order to ensure success. Positive co-operation with primary schools leads to plans in relation to the Welsh Language Charter to hold a joint conference with primary Welsh language charter committees and the secondary Parliament, with the aim of working and creating projects to increase confidence in using the language orally.

There is also skilful strategic planning in place in terms of strengthening the partnership with stakeholders, particularly parents. The school has seen the need for a Welshness evening for Year 7, 8 and 9 parents to present a message about the school's expectations in term of the Welsh language, and promote the language in order to increase parents' and pupils' confidence in the Welsh language. Leaders also use former pupils creatively in terms of recruitment to the workplace, and also in terms of their expertise to share their experiences and successes with current learners.

Leaders' enthusiasm and aspiration to present many varied and rich experiences for learners through the medium of Welsh are a source of pride. They promote national activities through the Urdd, and also support and compete in literary competitions in small, local eisteddfodau, by using

sixth-form coursework to enter for the 'Young Person's Trophy'. The School Parliament discusses promoting Welshness as a priority regularly, and the Parliament's ideas are given a prominent place in the school improvement plan. The staff Welshness Committee meets regularly to discuss and develop ideas in order to promote the Welsh language. All members of staff are aware of the expectations involved in being language champions. A popular school Eisteddfod is held, in addition to a silly Eisteddfod, workshops by poets, residential courses at Glan-Ilyn and Aberystwyth University, and a poetry workshop at Cardigan Castle for Year 10. They are also enthusiastic competitors in public speaking and the national book quiz.

Outcomes

Learners' outcomes at Ysgol y Preseli are consistently high. At GCSE, over 83% of learners have gained A*-C grades over the last four years. At A level, all learners have gained A*-C grades over the last four years, and half have gained A*-A grades over three years, on average.

- 76 Nearly all leaders are fully aware of their communities' linguistic needs. In all communities in Wales, leaders face the daily challenge of protecting the Welsh language and Welshness, while supporting learners' bilingualism in a society that is changing quickly in terms of its linguistic nature. As part of Cardiff bilingual working group, Ysgol Gyfun Plasmawr has forged valuable links with a number of external organisations. Their action plan's objectives include working with secondary schools in Cardiff through the Cymraeg Bob Dydd project, to provide positive opportunities for young people to use the Welsh language in English settings. It is also intended to organise a variety of business events and open evenings to promote the advantages of bilingualism and the vision of a bilingual Cardiff.

At **Ysgol Gyfun Gwŷr**, great emphasis is placed on multilingualism in the school development plan. The Welsh department plays a very prominent part in working with the other language departments to promote translingual links. Themes are discussed, such as the origin of words, the history of the development of nations, and grammatical links in key stage 3, which lay firm foundations to appreciate the importance of languages by key stage 4 and 5. In light of promoting linguistic contexts and the arrival of the new curriculum, the work of promoting multilingual learners is vital.

- 77 Leaders in a minority of bilingual schools face increasing challenges in strengthening the Welsh teaching medium in key stage 4 due to parents' wishes, staff's linguistic expertise and learners' aspirations in terms of the language medium of their subjects when taking their options. In Ysgol David Hughes' improvement plan, a specific priority has been identified to promote Welshness and the Welsh language. One of the aims is to ensure that all subjects in key stage 4 are available through the medium of Welsh by 2020, with the aim of 80% of learners studying five or more subjects through the medium of Welsh.

- 78 Most Welsh department leaders have a robust vision to promote the numbers that study the subject at A level. Many hold option evenings, in which former learners or Year 13 learners address Year 11 learners. Many Year 11 learners feel that this gives them an honest and open perspective on the course through the learner's eyes. A few schools have created videos that include clips by former learners who studied Welsh, and who have pursued various career paths. In a few cases, subject leaders adapt their presentations each year in order to include the occupations that derive from studying the subject.
- 79 Based on monitoring and self-evaluation procedures, many schools plan strategically and purposefully to raise standards in Welsh. These schools' improvement plans convey clearly leaders' aspirations to deliver as many varied and rich experiences as possible for learners through the medium of Welsh. In the best cases, whole-school improvement plans and those for the Welsh area of the curriculum reflect each other to a large degree.

Communicating and marketing the Welsh language

- 80 Many middle leaders organise annual marketing events in order to promote the subject as an A level course of study. These include guest speakers, presentations by Coleg Cymraeg Cenedlaethol, addresses from former learners, and colourful and attractive option evening pamphlets. However, there is no standardised national resource to promote the subject and the employability skills that arise as a result of studying it.
- 81 Option columns in a minority of schools limit students' options from being able to study the subject at A level. This is mainly because Welsh has to compete with popular subjects, such as English and Geography. In 2007, the Welsh Baccalaureate Qualification was introduced. In a minority of schools, learners say that the Welsh Baccalaureate limits their options and means that they do not choose to study Welsh as a fourth AS option. This corresponds with the data in Figure 4, which shows a decline in the number of entries for A level Welsh First Language since 2008-2009.
- 82 Many subject leaders face regular challenges in promoting the subject as an A level option. They feel that pressure comes from various external sources that promote other subjects, such as STEM, as subjects that appear more valuable in terms of employability by national marketing campaigns. Nearly all note that there is no focus in marketing campaigns on the advantages of studying Welsh hand-in-hand with STEM subjects. The focus remains on either studying the arts or sciences. Marketing campaigns to promote the employability opportunities that arise from studying artistic subjects, rather than the valuable skills that are developed through them, are also limited.

Professional learning

- 83 A majority of schools benefit from beneficial professional learning arrangements in order to strengthen Welsh provision in key stage 5 further. In these cases, WJEC courses and regional courses allow co-operation and sharing of expertise. This year, WJEC training was held through a webinar, and many teachers felt that the training was less successful as there was no opportunity to network and share good practice.

Many teachers make extensive use of the resources that are available on the WJEC website in order to support them to teach the A level Welsh First Language course. They adapt them to their own context, and often use them as reference material for themselves before creating original and appropriate notes for their learners.

- 84 Most secondary Welsh departments benefit from a range of beneficial regional and national partnerships in order to share the latest developments and best practice in teaching and learning Welsh. Subject leaders value the support for schools from the regional consortia in terms of developing Welsh as a subject, when subject specialists work in the regions. Although the main focus has been on supporting standards in key stage 4, there is now a shift to focus on provision and standards in key stage 5. Most Welsh departments also note that they have benefitted greatly from attending seminars and lectures by universities in order to learn professionally about the set texts.
- 85 In the best examples, schools have created resources that are specific to their own context and needs, based on an evaluation of standards in the subject. As no particular member of staff leads in the Central South Consortium, a grant of £10k was used across Welsh schools in the south east to create A level resources specifically for Unit 5. This was done through the 'Gyda'n gilydd' network for schools in the south east.

In the ERW region, a specific A level Welsh conference has been organised, with the intention of sharing and creating resources to support the A level course. 'Cymraeg ar waith ac yn y gwaith' is a cross-curricular project for key stage 3 which is supported by GwE. Raising awareness of Welsh as an employability skill, and the advantages of being bilingual and multilingual, is one of the objectives of this project. Another objective is to highlight the advantages of studying Welsh as an A level First Language subject.

- 86 A minority of teachers who mark externally for WJEC view this experience as excellent professional development. By visiting other centres to examine the oral elements and by marking examination papers and Unit 2, these teachers feel that they have a more insightful understanding of the specification. It is also a powerful tool in refining and developing the course pedagogy in their own schools.
- 87 Many subject leaders make effective use of examiners' reports and analysis of item level data to evaluate their performance in the subject. Many teachers refer regularly to the comments in examiners' reports when setting success criteria for their lessons. In a minority of schools, leaders set priorities for improvement based on this data in their improvement plans. A few teachers also set performance management targets based on this data. Overall, Welsh departments' improvement plans do not focus as much on standards in key stage 5 as they do on standards in key stage 4.

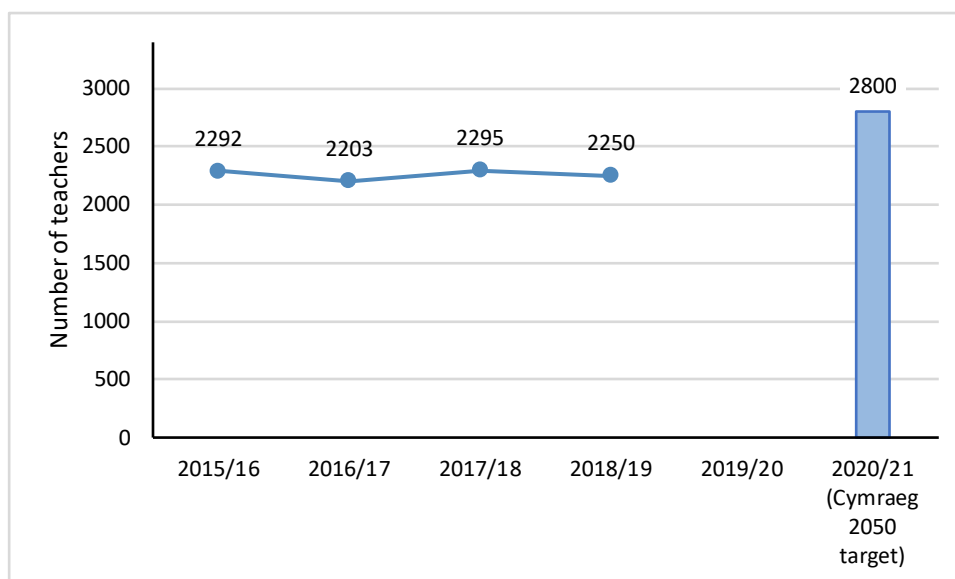
Strategic support

- 88 The 'Y Gymraeg ar Daith' scheme, which is funded by Coleg Cymraeg Cenedlaethol in co-operation with Welsh departments in universities in Wales, has been successful in most schools. The programme has raised the awareness of learners in Years 10 and 11 in Welsh-medium schools about the opportunities to study Welsh at A level

and at university. Through this scheme, learners and teachers benefit from hearing from authors about their work, which enriches learners' learning experiences and provides a new perspective on the set poems. These speakers also discuss employability opportunities as a result of being bilingual learners.

- 89 Methods for monitoring the targets that are set in Welsh in Education Strategic Plans (WESPs) vary greatly across local authorities to improve Welsh-medium education in their area. Most school leaders are not aware of outcome 5 in these plans, namely to have 'More students with advanced skills in Welsh'. Co-operation between regional consortia and local authorities is not strategic enough to realise the ambition of each local authority's WESP in line with the Government's priorities.
- 90 Leaders in bilingual schools are limited to providing bilingual options in their schools when learner numbers are small. In these schools, leaders often have to run bilingual groups jointly because of the financial implications of having two relatively small separate groups. This can dilute linguistic provision, in addition to changing learners' attitudes towards studying their subjects through the medium of Welsh in key stage 5. In some cases, learners identify that their grasp of the language weakens as they receive less provision through the medium of Welsh.
- 91 Many schools across the regions have difficulty recruiting Welsh and Welsh-medium teachers to fill vacancies. The number that train to be Welsh-medium teachers nationally is not high enough to teach in the Welsh and bilingual sector. The Welsh Government introduced a new Welsh-medium incentive, *Iaith Athrawon Yfory*, in September 2018, in the form of grants to target prospective teachers that train to teach Welsh, or subjects through the medium of Welsh or bilingually, in the secondary sector. This incentive is in addition to existing subject incentives. The aim is to support students to improve their quality and gain the confidence to teach through the medium of Welsh in secondary schools. Recruitment figures do not currently reach the targets that have been set in the secondary sector (Figure 6).

Figure 6: Number of secondary teachers that are able to teach through the medium of Welsh



(Welsh Government, 2019a)

- 92 In further education colleges, very few teachers teach the A level Welsh First Language course. As a result, opportunities to interact and network with teachers in other secondary schools to take advantage of professional learning opportunities are limited. Effective transition arrangements, such as taster lessons, are also key in supporting and attracting learners before they begin their A level Welsh First Language courses at further education colleges.
- 93 Through effective co-operation between universities and WJEC, the content of the current A level specification has been produced jointly. What changed most as a result of the influence of universities was the modifications to Unit 5, namely Legends and the Hengerdd. University Welsh departments now have a wide influence on supporting A level Welsh learners by conducting one-day workshops, seminars and an annual residential course at Glan-Ilyn. Through purposeful and co-ordinated co-operation, there is more effective development between schools' provision and higher education.

Appendix 1: Evidence base

The findings and recommendations in this report draw on:

- A level Welsh First Language examination data
- Visits to 16 providers, including secondary schools, one all-age school and one further education college
- Inspection reports since 2018

The visits included:

- interviews with senior leaders, subject leaders and learners
- lesson observations to evaluate standards and the quality of teaching
- meetings with learners to discuss their Welsh work and seek their views on provision and experiences that are provided by the school
- scrutiny of school documents, including the latest reports and improvement plans of schools and Welsh departments

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 Ysgol David Hughes, Menai Bridge
 Ysgol Godre'r Berwyn, Bala
 Ysgol Dyffryn Conwy, Llanrwst
 Ysgol Brynhyfryd, Ruthun
 Coleg Meirion Dwyfor, Pwllheli, Grŵp Llandrillo Menai
 Ysgol Llangynwyd, Maesteg
 Ysgol Gyfun Glantaf, Cardiff
 Ysgol Bryntawe, Swansea
 Ysgol Penweddig, Aberystwyth
 Ysgol Gyfun Gŵyr, Swansea
 Ysgol y Preseli, Crymych
 Ysgol Gyfun Gymraeg Plasmawr, Cardiff

Appendix 2: Information about the case study schools

The rolling three-year national average in 2019 for pupils of statutory school age who are eligible for free school meals in secondary schools in Wales is 16%.

The national average for pupils of all ages on school ALN registers is 23% in secondary schools in Wales (Welsh Government, 2019b).

All case study data comes from the Welsh Government's Pupil Level Annual School Census database. The latest data is for January 2019.

Grŵp Llandrillo Menai

Grŵp Llandrillo Menai is a further education institution that was established in 2012, following the merger of Coleg Llandrillo, Coleg Meirion-Dwyfor and Coleg Menai. The group has over 18,000 learners on 12 campuses in Gwynedd, Conwy and Anglesey. Provision for A level Welsh is part of Coleg Meirion-Dwyfor's offer in Dolgellau and Pwllheli.

Ysgol Tryfan

Ysgol Tryfan is a bilingual school for learners aged 11 to 18, and is maintained by Gwynedd local authority. The school is situated in the city of Bangor and serves an urban catchment area. There are 424 learners on roll, including 68 learners in the sixth form. Over a three-year period, 13% of learners have been eligible for free school meals, which is lower than the national average for secondary schools of 16%.

Around 65% of learners come from homes in which Welsh is spoken naturally, and very few pupils are from mixed ethnic backgrounds. No learners receive support to learn English as an additional language.

Ysgol Glantaf

Ysgol Gyfun Gymraeg Glantaf is a designated Welsh-medium school for learners aged 11-18. The school is maintained by Cardiff local authority. There are 1,209 learners on roll. The school is situated near the River Taff in Llandaff North, and serves the Cardiff city region from north to south. Over a three-year period, 9% of learners have been eligible for free school meals. This figure is lower than the national average of 16%. Around 49% of learners come from Welsh-speaking homes, but all pupils study Welsh as a first language. Very few learners come from ethnic minority backgrounds.

Syr Hugh Owen

Ysgol Syr Hugh Owen is a naturally bilingual school for learners who are 11-18 years old, and serves the town of Caernarfon and the surrounding rural area. The school is maintained by Gwynedd local authority. There are 868 learners on roll, including 125 pupils in the sixth form. Over a three-year period, 15% of learners have been eligible

for free school meals. 16% (137 pupils) are on the school's additional learning needs register, which is lower than the national average of 23%. Around 87% of pupils come from homes where Welsh is spoken naturally.

Ysgol Godre'r Berwyn

Ysgol Godre'r Berwyn is a bilingual school for learners between 3 and 18 years old. It is situated in the town of Bala and maintained by Gwynedd local authority. It was opened in September 2019 and serves the town's rural catchment area. The school's data identifies that there are 534 learners on roll, including 48 pupils in the sixth form.

9% of learners are eligible for free school meals. Nearly 70% of learners come from homes where Welsh is spoken naturally.

Ysgol Gymraeg Bryn Tawe

Ysgol Gyfun Gymraeg Bryn Tawe is a Welsh secondary school that provides education for learners between 11 and 18 years old. The school is situated in the north of Swansea. There are 804 learners on roll, 112 of whom are in the sixth form. Over a three-year period, 12% of learners have been eligible for free school meals, and around 14% of learners come from Welsh-speaking homes.

Ysgol Bro Myrddin

Ysgol Gyfun Gymraeg Bro Myrddin is a designated Welsh mixed community school for learners between 11 and 18 years old, and is maintained by Carmarthenshire local authority. It is situated in Croesyceiliog on the eastern outskirts of the town of Carmarthen. There are 890 learners on roll, with 176 students in the sixth form. The school serves learners from the town of Carmarthen and the surrounding villages, in addition to a wider catchment area. Over a three-year period, 4% of learners have been eligible for free school meals. Many learners (around 73%) come from Welsh-speaking homes, but all learners are able to speak Welsh to first language standard.

Ysgol y Preseli

Ysgol y Preseli is a community comprehensive school for learners between 11 and 18 years old. The school is maintained by Pembrokeshire local authority. There are 807 learners on roll, including 160 in the sixth form.

The school is situated in the village of Crymych in the north of the county, and serves a wide rural area which includes the towns of Haverfordwest, Pembroke and Tenby.

Overall, learners come from areas that are neither prosperous nor economically disadvantaged. Over a three-year period, 5% of learners have been eligible for free school meals. This figure is notably lower than the national average of 16%. A minority of learners (around 40%) come from Welsh-speaking homes, and most learners speak Welsh fluently. All pupils are taught through the medium of Welsh.

Glossary

Higher order reading skills	<p>When reading for different purposes, higher order reading skills usually include:</p> <ul style="list-style-type: none"> • reading closely to absorb information; • skimming text quickly to get an overall impression; • scanning to search for details; • critical reading, such as assessing the strength of an opinion or argument; • analytical reading to consider the writer's use of language; • reading with awareness from the reader's perspective in contrast with the behaviour or perspective of a character in text; • inferring and deducing; • recognising that text does not always mean what it says, for example in terms of irony, bias and ambiguity; • understanding different levels of meaning; • appreciative reading, such as recognising the writer's skills in using ideas, techniques and effects; • finding appropriate sources and recalling information; • using a device such as marking text and taking notes; • identifying key points, making comparisons and juxtaposing information and material from different sources; and • evaluating texts in terms of quality, effect and reliability.
Item level data	<p>A detailed analysis of performance on each 'item' (usually a question or part of a question within a script). Item level data is available for most subjects (in which marks are given through the electronic script marking system). Centres can use item level data to evaluate their own performance against the specification norms.</p>
Secondary Welsh Language Charter	
STEM	Science, technology, engineering and mathematics subjects
Summary of the assessment	<p>AS (3 units)</p> <p>AS Unit 1</p> <p>Oral Examination: approximately 45 minutes per group</p> <p>The Film, The Play and Oracy</p> <p>15% of the qualification</p> <p>Section A: Discuss a Film</p>

Section B: Discuss a Play

AS Unit 2

Non-examination assessment

10% of the qualification

Section A: Write an extended piece in one of the specified formats**Section B:** An essay or written speech, suitable for delivery, presenting an opinion or viewpoint**AS Unit 3**

Written Paper: 2 hours

The Use of Language, and Poetry

15% of the qualification

Section A: A composite question which includes different types of linguistic exercises**Section B:** An essay question on twentieth and twenty-first century poetry**A level (the above plus three additional units)****A2 Unit 4**

Oral Examination: approximately 45 minutes per group

The Novel and Oracy

20% of the qualification

Discuss a novel and establish links with other relevant texts
Synoptic Assessment**A2 Unit 5**

Written Paper: 2 hours

Medieval Prose and Early and Medieval Poetry

20% of the qualification

Section A: Rhyddiaith yr Oesoedd Canol

Structured questions on the prescribed text

Section B: Yr Hengerdd a'r Cywyddau

Structured questions on the prescribed text

Synoptic Assessment

A2 Unit 6

Written Paper: 2 hours

Appreciation of Literature and the Welsh language in Context

20% of the qualification

Section A: Appreciation of prose or poetry not previously studied and making links with other relevant texts in an essay**Section B:** The Welsh language in Context

Write a piece in a specific format, demonstrating an

awareness of the register and the audience appropriate to the task

Synoptic Assessment

Synoptic assessment

Assessing the candidates' ability to establish links between different aspects of the subject e.g. analysing themes, appreciating style and using spoken language. Assessing candidates' ability to refer to works that they have read or seen, in addition to the texts that they have studied.

WJEC

WJEC is an examination board that provides examinations, assessments, professional development, educational resources, support for adults who are learning Welsh, and access to artistic activities for young people. Traditionally it has served Wales, but now also provides examinations for England and Northern Ireland.

Y Gymraeg ar daith

This scheme is sponsored by Coleg Cymraeg Cenedlaethol, and Welsh departments in universities in Wales worked together to prepare a rich programme of workshops for Year 10 and 11 pupils in Welsh-medium schools across Wales. The project responds to the need to address that challenge that Arts and Humanities subjects face, including Welsh as an A level subject and an academic subject. The scheme was developed in consultation with the Welsh Subject Officer at WJEC and Welsh teachers across Wales. There are two elements to the workshop – a session with the poets, Rhys Iorwerth or Aneirin Karadog, based on their poems that are in the GCSE Literature specification, and also a session with university Welsh departments, which encourage pupils to consider the advantages of continuing to study Welsh.

Numbers – quantities and proportions

nearly all =	with very few exceptions
most =	90% or more
many =	70% or more
a majority =	over 60%
half =	50%
around half =	close to 50%
a minority =	below 40%
few =	below 20%
very few =	less than 10%

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