



# Llyfryn Llwyddo

## TGAU Cymraeg 2025

- Unit 1 – Speaking and Listening (video) – 18/19/20 March  
 Unit 2 – Speaking and Listening (sheet) – 25/26/27 March  
 Unit 3 – Reading and Writing – 14 May  
 Unit 4 – Reading and Writing – 2 June

Enw: \_\_\_\_\_

<u>Youth</u>	<u>Employment</u>	<u>Wales and the World</u>
Me and my home	Work experience	My area
Family and friends	Careers	Welsh celebrations
Free time	Applying for jobs	The environment
Healthy Eating	Voluntary work	Holidays
Keeping fit	Unemployment	Welsh institutions
Young People's problems	Part time work	Bilingualism
Celebrations	GCSEs/A Levels	Holidaying in Wales
Future plans	Future education	Welsh celebrities
School life		Welsh culture

# General Revision Tips for Welsh

- Revise little and often. It will be more beneficial when learning/revising a language to do shorter bursts of time spread out over a long period. Revisit what you revised last time before moving on.
  - Monday – 25 minutes revising present tense sentence patterns
  - Tuesday – 5 minutes revising present tense sentence patterns and 20 revising past tense
  - Wednesday – 5 minutes revising present and past, then 20 minutes revising future tense
  - Thursday – Test yourself on all 3 tenses and make a note of the ones you weren't sure on
  - Friday – 25 minutes just revising the ones that you weren't as confident/accurate on
- Prioritise – Knowing where to start can be a bit overwhelming, so this is the order that you need to revise for Welsh.
  - Page 4 of this booklet as it has most of the sentence patterns and tenses that you'll need.
  - Page 30 of this booklet as knowing the question words and what to look out for will save you so much time.
  - Subject specific vocabulary to different topics that could come up. The big hitters (in my opinion) are area, young people's problems, keeping fit and healthy, sports, film/TV, part time work and holidays. Unsurprisingly, the exam board refer a lot to Welsh celebrities, places and events etc.
- Flash cards – these are brilliant for learning a language and should be your go to resource. Write the Welsh on one side, and the English for that word/phrase on the other. Make a set for your different tenses, sentences patterns, topics you find more difficult, question words etc.
  - Have the cards Welsh side up, go through the pile, put the ones you know without looking in one pile, and put the ones you didn't know in another pile. Spend 20 minutes learning the ones you didn't know.
  - The next day, do the same but English side up.
  - Repeat until you know all the flashcards in the deck, then move on to another topic/tense.
- Mindmaps – mind maps don't suite everyone but they can be used well to suite language revision.
  - Do not waste time and procrastinate using fancy writing, and highlighting everything in sight!
  - Make one mindmap per topic, for example 'fy ardal' so put that in the middle.
  - On the branches coming off, put the vocabulary for a different part of this topic. This is where you can use a different colour for each topic to help you group them together.
  - For area, have one section for things in the area (mae sinema, siopau, canolfan hamdden etc), another one for what you did in your area last weekend 'es i i'r sinema, bwytais i yn Maccies), another for the next weekend using the future tense, one for problems in the area etc. Use the work in your books, and some of the example essay plans in this booklet for some ideas of what you can include.
- [www.quizlet.com](http://www.quizlet.com) – There are so many decks of premade flashcards on here that you can use. There are also links to these on Google Classroom. You can also search for MrCrawleySRG for any sets that I have created.

# The need to know for reading and writing.

Dw i'n hoffi  
Dw i ddim yn hoffi  
Dw i'n caru  
Dw i'n casau  
Dw i wrth fy modd efo  
Mae'n well gen i \_ na \_  
Dw i'n dwli ar  
Fedra i ddim dioddef  
Fy hoff \_\_ ydy  
Fy nghas \_\_ ydy  
Mae \_\_ yn

Es i  
Bwytais i  
Siopais i  
Yfais i  
Prynais i  
Gwelais i  
Gwyliais i  
Chwaraeais i  
Enillais i  
Collais i  
Sgoriais i  
Es i ddim  
Mwynheais i ddim

Roeddwn i'n  
Roedd o'n  
Roedd hi'n

Bydda i'n mynd  
Bydda i'n gwneud  
Bydda i'n gwyllo  
Bydda i'n mwynhau  
Bydda i'n chwarae  
Fydda i ddim yn colli  
Fydda i ddim yn ennill  
Fydda i ddim yn bwyta  
Fydda i ddim yn yfed  
Fydda i ddim yn gweld  
Byddwn ni'n siopa  
Byddwn ni'n prynu

Dylwn i  
Dylai o/hi  
Dylen ni  
Dylech chi  
Dylen ni ddim

Gallen ni  
Gallech chi

Hoffwn i  
Hoffen ni

Mae'n rhaid i fi  
Mae'n rhaid i ni  
Mae'n rhaid i chi

Ewch  
E-bostiwch  
Ysgrifennwch

Dw i'n cytuno efo  
Dw i'n anghytuno efo  
Dw i'n debyg i  
Dw i'n wahanol i

Mae o'n  
Mae o'n hoffi/chwarae  
Dydy o ddim yn hoffi  
Mae ganddo fo

Mae hi'n  
Mae hi'n hoffi/chwarae  
Dydy hi ddim yn hoffi  
Mae ganddi hi

# The need to knows for reading and writing.

Dw i'n hoffi	I like	Dylwn i	I should
Dw i ddim yn hoffi	I don't like	Dylai o/hi	He/She should
Dw i'n caru	I love	Dylen ni	We should
Dw i'n casau	I hate	Dylech chi	You should
Dw i wrth fy modd efo	I'm in my element with	Dylen ni ddim	We should not
Mae'n well gen i _ na _	I prefer _ than _	Gallen ni	We could
Dw i'n dwli ar	I adore	Gallech chi	You could
Fedra i ddim dioddef	I can't stand	Hoffwn i	I would like
Fy hoff __ ydy	My favourite __ is	Hoffen ni	We would like
Fy nghas __ ydy	My least favourite __ is	Mae'n rhaid i fi	I must
Mae __ yn	__ is/are	Mae'n rhaid i ni	We must
Es i	I went	Mae'n rhaid i chi	You must
Bwytais i	I ate	Ewch	Go (command)
Siopais i	I shopped	E-bostiwch	Email (command)
Yfais i	I drank	Ysgrifennwch	Write (command)
Prynais i	I bought	Dw i'n cytuno efo	I agree with
Gwelais i	I saw	Dw i'n anghytuno efo	I disagree with
Gwyliais i	I watched	Dw i'n debyg i	I'm similar to
Chwaraeais i	I played	Dw i'n wahanol i	I'm different to
Enillais i	I won	Mae o'n	He/He is
Collais i	I lost	Mae o'n hoffi/chwarae	He likes/plays etc
Sgoriais i	I scored	Dydy o ddim yn hoffi	He doesn't like
Es i ddim	I didn't go	Mae ganddo fo	He has
Mwynheais i ddim	I didn't enjoy	Mae hi'n	She/She is
Roeddwn i'n	I was	Mae hi'n hoffi/chwarae	She likes/plays etc
Roedd o'n	It was (adjective) / he was	Dydy hi ddim yn hoffi	She doesn't like
Roedd hi'n	It was (weather) / she was	Mae ganddi hi	She has
Bydda i'n mynd	I will go		
Bydda i'n gwneud	I will do/make		
Bydda i'n gwyllo	I will watch		
Bydda i'n mwynhau	I will enjoy		
Bydda i'n chwarae	I will play		
Fydda i ddim yn colli	I will not lose		
Fydda i ddim yn ennill	I will not win		
Fydda i ddim yn bwyta	I will not eat		
Fydda i ddim yn yfed	I will not drink		
Fydda i ddim yn gweld	I will not see		
Byddwn ni'n siopa	We will shop		
Byddwn ni'n prynu	We will buy		

# Unit 1 – Speaking and Listening – Exam Info

## What does the exam board say?

This unit requires candidates to watch and listen to a visual stimulus, sustaining a conversation on the contents of the clip with a partner (6-8 minutes) or in a group of 3 (8-10 minutes).

A sheet will be available to be completed by candidates as they watch the clip. The sheet is an aide-memoir for use by candidates in the assessment. The sheet will not be assessed as marks will only be awarded for speaking and listening in this unit. The teacher will be expected to keep the sheet which is to be sent with the sample to WJEC. The visual stimulus and the sheet to be filled by the candidate will be provided by WJEC.

The assessment will consist of two parts conducted in the following order:

- watch a visual clip (twice)
- group discussion.

In the non-examination assessment, candidates are expected to demonstrate that they can participate in a pair/group conversation by:

- responding to a visual stimulus
- communicating and interacting spontaneously with others
- listening and responding to contributions from others
- expressing opinions on various topics and justifying those views.

## What format will the exam take?

Pupils will be put into groups of 3 as far as possible, with any remaining pupils working in pairs. 10 minutes before your exam begins, you will be sent to the preparation room where you will be given the grid to be completed. You will watch/listen to a video of 3 people speaking in Welsh twice. You must tick the correct column on the handout to show who said what statement in the conversation. You will also have time to gather your thoughts to show who you agree/disagree with, some basic reasons why, and plan where you will use the different tenses. Use the 10 minutes well to make any notes, ideas, opinions, key words/phrases on the sheet.

You **will not** be allowed to take any resources or revision into the preparation room with you.

You **will** be able to take any notes that you make during this time into the examination with you. You will also be allowed to talk to your group during this time, share ideas about the discussion etc.

## What to do during the 10-minute preparation time?

It is very important that you use this time wisely, because any notes that you make during this time, you will have in front of you when you complete the exam. The purpose of the exam, is to prove an understand of what they say in the video. In the past, some students straight away have written the 4 phrases 'dw i'n cytuno efo (I agree with), dw i'n anghytuno efo (I disagree with), dw i'n debyg i (I'm similar to) and dw i'n wahanol i (I'm different to)' in the top corner of the paper because you will **need** these throughout the exam. Some students have just written 'cytuno, anghytuno, debyg, wahanol' as a prompt which is also another good option, depending on your confidence and the amount of preparation/revision you have done.

When the video is playing for the first time, your priority must be ticking the correct columns showing who said what. You will have a 60 second countdown before the video is played again, and during this time you can share your answers with the other people in your group. The second time the video is played, see which other suggestions you can tick, but also start to think about what you will be agreeing/disagree with and reasons why.

Once you've finished watching the video, the remaining preparation time should be spent on planning what you will say in the exam itself. Make sure you've planned advance sentence patterns and where you will use different tenses. By the end of the exam, you must demonstrate that you've understood what the 3 people in the video have talked about!

# Unit 1 – Speaking and Listening – Exam Info

## What's the mark scheme that teachers will be using?

Below are the mark schemes that the teachers will be using. There is another band but I've taken them off as we don't expect anyone to be achieving those marks!

Mark	Listening
25-30	<ul style="list-style-type: none"><li>• Listen and respond with relevant contributions</li><li>• Have a detailed understanding of different types of verbal language spoken by one or more speakers from the visual stimulus</li><li>• Fully understand the main message and specific details which are communicated verbally</li><li>• A comprehensive response to different types of verbal language spoken by one or more speakers</li></ul>
19-24	<ul style="list-style-type: none"><li>• Listen and respond with relevant contributions</li><li>• To understand in some detail various forms of verbal language spoken by one or more of the speakers from the visual stimulus</li><li>• Understand quite fully the main message and specific details which are communicated verbally</li><li>• Respond fairly comprehensively to different types of verbal language spoken by one or more speakers</li></ul>
13-18	<ul style="list-style-type: none"><li>• Listen and respond with relevant contributions</li><li>• Understand the different types of verbal language spoken by one or more speakers from the visual stimulus</li><li>• Understand the main message and specific details which are communicated verbally</li><li>• A simple response to different types of verbal language spoken by one or more speakers</li></ul>
7-12	<ul style="list-style-type: none"><li>• Listen to others and respond with some contributions</li><li>• Understand a couple of different types of verbal language spoken by one or more speakers from the visual stimulus</li><li>• Understand most of the main message and the most specific details that are communicated verbally</li><li>• Very simple response to different types of verbal language spoken by one or more speakers</li></ul>

Mark	Speaking
17-20	<ul style="list-style-type: none"><li>• Communicate and interact confidently and spontaneously, giving information from the visual stimulus, expressing and justifying opinion fully.</li><li>• Use a wide range of strategies to support and sustain a conversation and discussion very successfully, contributing regularly</li><li>• Use a wide range of language patterns very accurately and use a range of different tenses</li><li>• Use appropriate tone, accurate pronunciation and clear intonation</li></ul>
13-16	<ul style="list-style-type: none"><li>• Communicate and interact spontaneously and with confidence, giving information from the visual stimulus and expressing and justifying opinion fully.</li><li>• Use a range of strategies to support and sustain a conversation and discussion successfully, contributing regularly</li><li>• Use a range of language patterns accurately and use different tenses</li><li>• Use appropriate tone, accurate pronunciation and clear intonation</li></ul>
9-12	<ul style="list-style-type: none"><li>• Communicate and interact with a little encouragement and with some confidence, giving information from the visual stimulus, expressing and justifying opinion quite fully</li><li>• Use strategies to support and sustain a conversation and discussion, making contributions.</li><li>• Use language patterns accurately and some variation of tense</li><li>• Use appropriate tone, fairly accurate pronunciation and quite clear intonation</li></ul>
5-8	<ul style="list-style-type: none"><li>• Communicate and interact with a little encouragement, giving some information from the visual stimulus, expressing and justifying some opinion.</li><li>• Use some strategies to support and sustain a conversation and discussion, making some contributions</li><li>• Use simple language patterns accurately and an occasional variation of tense</li><li>• Pronunciation of most words is accurate</li></ul>

# Unit 1 – Speaking and Listening – Technique

The hand out that you are given by the invigilator will have the exam information on the first side, then an answer grid on the second side (example below). Any notes you write on the side shown below, you will take into the exam with you.

The phrases in bold, are the overall topics that the video will be discussing. You can write in translations on this sheet to help you, but if you know the terms, don't bother writing on the English as this will just clutter the page with more writing than needed.




Enw'r Ymgeisydd

Rhif y Ganolfan

Rhif yr Ymgeisydd
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## TAFLEN BARATOI / PREPARATION SHEET

Defnyddiwch y daflen hon i'ch helpu i sgwrsio am y clip / Use this sheet to help you talk about the clip  
(Ni fydd y daflen hon yn cael ei marcio / This sheet will not be marked)

	Tom	Ria	Leusa	Nodiadau Ychwanegol
				
<b>Sylwadau am ffonau symudol</b>				
• Ar goll heb y ffôn symudol				
• Mam wedi dweud dim ffonau symudol wrth y bwrdd bwyd				
• Yn defnyddio ffôn symudol drwy'r dydd				
• Y chwaer yn tecstio Mam i ofyn am banded				
<b>Barn am chwaraeon?</b>				
• Nofio bob dydd				
• Yn gwneud chwaraeon yn yr ysgol				
• Mae gymnasteg i ferched yn unig				
• Mae'n ffordd o wneud ffrindiau newydd				
• Mae chwaraeon yn helpu cadw'n ffit				
<b>Barn am ddigwyddiadau'r ardal?</b>				
• Does dim byd i wneud				
• Mae clybiau a chwaraeon				
• Mae'r cyngor yn gofyn am help i lanhau'r traethau				
<b>Pwyntiau pwysig am y traeth?</b>				
• Mae helpu yn bwysig				
• Mae casglu sbwriel yn ofnadwy				
• Mae cyfrifoldeb ar bawb i helpu				
• Mae'n gallu bod yn hwyl				



### Essential Vocabulary

Dw i'n cytuno efo	I agree with
Dw i'n anghytuno efo	I disagree with
Dw i'n debyg i	I'm similar to
Dw i'n wahanol i	I'm different to
Mae ____ yn dweud	____ says
Mae o'n dweud (bod)	He says (that)
Mae hi'n dweud (bod)	She says (that)
Dyweddodd ____	____ said
Dw i'n meddwl ei fod o'n	I think that it is
Dw i'n meddwl bod ____ yn	I think that ____ is
yn y clip/fideo/ffilm	in the clip/video/film

Use this section on the right hand side to start writing your opinions about the conversation topics. Don't use full sentences, just write an opinion sentence pattern, and some different tense verbs.

EG next to 'nofio bob dydd' write 'dw i wrth fy modd efo nofio...' 'nofiais i...' and 'roedd o'n'. This gives you prompts to form 3 sentences, using 3 different tenses.

# Unit 1 – Speaking and Listening – Technique

## How to structure your responses

Remember, the aim of this assessment is to **prove an understanding of what is discussed in the video**. During the 10 minute exam, you will need to refer to each of the 3 people that are in the club, and each of the subheadings on the sheet in bold. Follow the following steps.

1. Give a quote from the video/sheet.
2. State whether you agree/disagree or are similar/different with this
3. Build up on this using advanced sentence patterns and different tenses.




Yn y clip, mae Ria yn dweud “ar goll heb y ffôn symudol”. Dw i’n debyg i Ria achos dw i wrth fy modd yn defnyddio fy ffôn symudol. Neithiwr, defnyddiais i fy ffôn symudol i siarad efo ffrindiau a mynd ar Snapchat. Roedd o’n hwyl iawn.

*In the clip, Ria says “lost without the mobile phone”. I’m similar to Ria because I’m in my element using my mobile phone. Last night, I used my mobile phone to talk to friends and go on Snapchat. It was very fun.*

Yn y fideo, dywedodd Tom ei fod o’n “gwneud chwaraeon yn yr ysgol”. Dw i’n debyg i Tom achos dw i’n dwli ar astudio ymarfer corff yn yr ysgol. Yn y wers nesaf, byddwn ni’n gwneud pêl-fasged a hoffwn i sgorio achos dw i’n gystadleuol iawn!

*In the video, Tom said that he “does sports in school”. I am similar to Tom because I adore studying PE in school. In the next lesson, we will do basketball and I would like to score because I am very competitive.*

**Use the grid below to write some of your own opinions, following the examples above.**

	lestyn	Jess	Taku
			
<b>Pa fath o berson?</b>			
• Person caredig a hapus			
• Gallu bod yn swil ond yn weithgar			
• Yn ddiog, dim yn hoffi gweithio			
<b>Chwaraeon / Barn am chwaraeon?</b>			
• Hoffi chwaraeon o bob math, yn enwedig golff, hoci a syrffio			
• Chwarae gemau gyda'r teulu			
• Mae chwaraeon yn helpu cadw'n heini			
• Hoffi ymlacio, dim cadw'n heini			
<b>Sgiliau</b>			
• Gallu siarad Cymraeg, Saesneg a Sbaeneg			
• Profiad o weithio gyda phlant			
• Gallu defnyddio chwiban			
• Gweithio'n dda mewn tîm			
<b>Eisiau gwaith. Pam?</b>			
• Eisiau dysgu sgiliau newydd			
• Eisiau ennill profiad			
• Eisiau gwneud ffrindiau newydd			
• Bydd yn edrych yn dda ar y CV			
• Mae Dad yn dweud bod eisiau chwilio am waith			



# Units 1 and 2 – Speaking and Listening - Preparation

## **How to use the stimulus to maintain a conversation.**

The mark scheme for the top band marks for unit 2 states ‘Communicate and interact spontaneously and with great confidence, giving information, expressing and justifying opinion very fully.’ but many of these skills will need to be demonstrated for unit 1 also. So here’s some advice of how to do this.

### Spontaneous and confident

We are **not** looking for a scripted conversation. It must sound natural (so some umms and uurs are fine!). When someone has given a point about a sport for example, you can add in ‘aw dw i’n hoffi pel-droed hefyd! Chwaraeais i ar ddydd Sadwrn.’ These additions don’t need to be extended, they just need to prove that you understand what the other person has just said. ‘Salad? Ugh, dw i’n casau salad achos mae’n ddiflas. Mae’n well gen i siocled a creision!’ You may not feel confident at the time, but sell it with your tone of voice.

### Giving information

When you are talking by responding to the stimulus, this is your chance to elaborate and give some details contributions to the conversation (for about 20/25 seconds maximum). Make sure you know the following words from these examples.

Dw i’n hoffi mynd i’r sinema yn Broughton ar ddydd Sadwrn efo Jess yn y prynhawn am tua (*about*) tri o’r gloch.

Es i i Gaer ar y trêrn i siopa efo fy ffrindiau ar y penwythnos ar bore dydd Sadwrn wedyn (*then*) bwyton ni cinio yn MacDonalds.

Learn:

ar = on

am = at

yn = in

i = to

i’r = to the

efo = with

### Expressing and justifying opinion

When talking about the stimulus, you’ll have preparation time so make sure that you plan to use some advanced sentence patterns by writing them on the sheet (dw i’n dwli ar, fedra i ddim dioddef, fy hoff \_ ydy, fy nghas \_ ydy, mae’n well gen i) then save the more basic patterns (dw i’n hoffi, dw i ddim yn hoffi, dw i’n caru, dw i’n casau) for when you’re just joining in the conversation. These are easier to use when just adding in extras to the conversation so it’s less you’ll need to think about. Once you’ve given an opinion, you need to back it up with reasons. The best way to do this, to earn the highest marks, is to make sure you use different tenses in your explanations. Here are 3 examples about music, young people’s problems and technology. Use these as a basis to write your own as they all start with an advanced present tense opinion, backed up with different tenses whilst giving details! Use the lines to translate the 3 into English.

Dw i wrth fy modd efo gwrando ar gerddoriaeth achos mae’n helpu fi i ymlacio ar ôl ysgol. Ddoe, ar y bws, gwrandawais i ar fy hoff albwm gan Ed Sheeran achos mae’r gerddoriaeth yn araf.

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Dw i’n anghytuno efo pobl ifanc yn yfed alcohol achos mae’n beryglus ac mae’n niweidio’r corff. Bydda i’n mynd i barti penblwydd fy ffrind ar nos Wener ond fydda i ddim yn yfed alcohol, dw i’n hapus iawn efo fy lemonêd. Dw i ddim angen alcohol i fwynhau fy hun fel rhai pobl.

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# Unit 2 – Speaking and Listening – What to do

Dw i'n dwli ar dechnoleg heddiw a dw i'n mynd ar fy ffôn trwy'r amser! Mae'n ddefnyddiol iawn cael fy ffôn gyda fi trwy'r amser i siarad efo fy ffrindiau a fy nheulu os oes problem. Er enghraifft, collais i'r bws ar ôl mynd i'r canolfan hamdden ddoe, ffoniais i fy nhad am lifft – dim problem wedyn!

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Making sure that you start with a present tense opinion using an advanced sentence patterns, then back it up with some evidence using either the past and imperfect tenses, or future and conditional, with some idioms or connectives used somewhere, write some of your own. These will be what you can use to talk about if they come up on the stimulus sheet that your group choose! You can adapt the words you use on the day around whichever topic comes up.

School \_\_\_\_\_

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Keeping fit \_\_\_\_\_

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Eating Healthy \_\_\_\_\_

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Environment \_\_\_\_\_

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# Units 1 and 2 – Speaking and Listening - Preparation

Sport \_\_\_\_\_

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Film/TV \_\_\_\_\_

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Part time work \_\_\_\_\_

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Shopping \_\_\_\_\_

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Young People's Problems \_\_\_\_\_

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# Units 1 and 2 – Speaking and Listening - Preparation

Area \_\_\_\_\_

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Family/Friends \_\_\_\_\_

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Career \_\_\_\_\_

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Welsh Celebrity \_\_\_\_\_

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Urdd \_\_\_\_\_

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# Unit 2 – Speaking and Listening – Exam Info

## What does the exam board say?

This unit requires candidates to respond orally and listen to peers by interacting with a partner (6-8 minutes) or in a group of 3 (8-10 minutes). Candidates are expected to express and support opinions. WJEC will provide the material to stimulate discussion. This material can include a range of graphs, pictures and short reading texts.

During the speaking assessment, candidates should take advantage of opportunities to present and exchange information, to listen and respond to the contributions of others, to express an opinion on a variety of topics using evidence to support that opinion and to interact with others in groups will enrich their experiences. The tasks will cover **one** of the broad themes (one column from the cover).

In the non-examination assessment candidates are expected to demonstrate that they can take part in a group discussion by:

- communicating and interacting spontaneously with other
- listening and responding to contributions from others
- expressing opinions on various topics and justifying those views.

The teacher will conduct the assessment and a sample sent to WJEC for moderation.

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

## What format will the exam take?

Pupils will be put into groups of 3 as far as possible, with any remaining pupils working in pairs. 10 minutes before your exam begins, you will be given a booklet with a choice of 3 stimulus (examples to follow). As a group, you will need to decide which one you will use to discuss in Welsh. You will then get 10 minutes to make any notes, ideas, opinions, key words/phrases on the sheet.

You **will not** be allowed to take any resources or revision into the preparation room with you.

You **will** be able to take any notes that you make during this time into the examination with you. You will also be allowed to talk to your group during this time, share ideas about the discussion etc.

## What's the mark scheme that teachers will be using?

Mark	Listening
8 – 10	<ul style="list-style-type: none"><li>• Listen to and interact with others very effectively</li><li>• Understand in detail the contribution of others</li><li>• Fully respond to the task with relevant and insightful contributions</li></ul>
6 – 7	<ul style="list-style-type: none"><li>• Listen to and interact with others effectively</li><li>• Understand in detail the contribution of others</li><li>• Respond quite fully to the task with relevant contributions</li></ul>
4 – 5	<ul style="list-style-type: none"><li>• Listen to and interact with others sufficiently</li><li>• Understand in some detail the contribution of others</li><li>• Respond to the task with some basic contributions</li></ul>
1 – 3	<ul style="list-style-type: none"><li>• Listen to and interact with others occasionally</li><li>• Understand some of the contribution of others</li><li>• An effort to respond to the task with some simple contributions now and again</li></ul>

# Unit 2 – Speaking and Listening – Exam Info

Mark	Speaking
33 – 40	<ul style="list-style-type: none"><li>• Communicate and interact spontaneously and with great confidence, giving information, expressing and justifying opinion very fully.</li><li>• Use a wide range of strategies to support and sustain a conversation and discussion very successfully, contributing very regularly.</li><li>• Use a wide range of simple language patterns very accurately and use a range of different tenses</li><li>• Use appropriate tone, pronunciation and exceptionally clear intonation.</li></ul>
25 – 32	<ul style="list-style-type: none"><li>• Communicate and interact spontaneously and with confidence, giving information, expressing and justifying opinion fully</li><li>• Use a range of strategies to support and sustain a conversation and discussion successfully, contributing regularly</li><li>• Use a range of simple language patterns accurately and use different tenses</li><li>• Use appropriate tone, pronunciation and clear intonation.</li></ul>
17 – 24	<ul style="list-style-type: none"><li>• Communicate and interact with a little spontaneity and with some confidence, giving information, expressing and justifying opinion fairly fully</li><li>• Use of strategies to support and sustain a conversation and discussion, making contributions.</li><li>• Use simple language patterns accurately and some variation of tense</li><li>• Use appropriate tone, pronunciation and fairly clear intonation.</li></ul>
9 – 16	<ul style="list-style-type: none"><li>• Communicate and interact with a little encouragement, giving a little information, expressing and justifying some opinion quite clearly</li><li>• Use some strategies to support and sustain a conversation and discussion, making some contributions</li><li>• Use simple language patterns quite accurately and an occasional variation of tense</li><li>• Pronunciation of the majority of words is clear</li></ul>
1 – 8	<ul style="list-style-type: none"><li>• Respond to direct encouragement by giving occasional pieces of information and some opinion.</li><li>• Use an occasional strategy to support and sustain a conversation, making an occasional contribution</li><li>• Use simple language patterns fairly accurately</li><li>• Pronunciation of the majority of words is fairly clear</li></ul>

## What to do during the 10-minute preparation time?

- Look at the 3 topics and quickly look at the content before deciding which one to choose.
- The stimulus sheet is made up of pictures, phrases, sentences, paragraphs and graphs. You can use any of these as a springboard for your conversation. Marks are **not** awarded for proving an understanding of what you see on the pages.
- Spend some time individually looking over the stimulus, finding opinions, topics and elements that you can use as a springboard for your conversation.
- Write on the sheet key words/phrases that you will need. For example, if you see a sport mentioned, write on the sheet 'casau...sbwriel' as a prompt for yourself to say in the exam 'dw i'n casau rygbi achos mae'n sbwriel' before building on this point with a tense.
- As a group, make sure that there are elements that you can agree/disagree with each other about. This is an important part of the task. The conversation must be natural and spontaneous, so make sure in this time that you just have some opportunities.
- Once your 10 minutes are over, you will then be sent to the exam room, with the notes that you have just made.

# Unit 2 – Speaking and Listening – Exam Info

## What to do during the exam (6-8 minutes for a pair, and 8-10 minutes for a group of 3)?

Marks are awarded for having a spontaneous discussion in your group, using a variety of different sentence patterns and tenses. You should expand on the points that you make, but also respond purposefully to what others in the group say.

Your teacher can join in the discussion to help a group/individual or provide prompts to help the conversation flow. If this happens, your mark will not be negatively affected. The exam is marked individually and not as a group, but marks are awarded for how well you work together so it is important that everyone contributes.

This is a **very rough summary** of the different aspects you should be aiming to achieve for each grade during your discussions (for unit 1 and 2). A lot will also depend on the level of detail and explanations that you put together, particularly when justifying any opinions.

	C	B	A	A*
Sentence patterns	Dw i'n hoffi Dw i ddim yn hoffi Dw i'n caru Dw i'n casau Dw i wrth fy modd efo Fy hoff _ ydy Fy nghas _ ydy Mae gen i	Mae'n well gen i  Mae'n gas gen i	Fedra i ddim dioddef  Dw i'n dwli ar	
Third person	Mae o'n/hi'n  Dydy o/hi ddim yn  Mae ganddo fo/ganddi hi			
Opinions	...achos mae'n...		Dw i'n meddwl ei fod o'n	Dw i'n meddwl eu bod nhw'n
Tenses	Present (+/-, 3 <sup>rd</sup> ) Past (+, -, 3 <sup>rd</sup> ) Future (+, -, 3 <sup>rd</sup> )	Imperfect (3 <sup>rd</sup> )	Conditional	Imperfect (+/-) Conditional (+/-, 3 <sup>rd</sup> )
Content	Basic idioms Basic adjectives Some details (who, when where etc)	Variety of sentence starters	Variety of idioms Advanced adjectives	Advanced and varied adjectives/idioms
Speaking phrases	A ti? Wyt ti'n...? Ydych chi'n...? Dw i'n cytuno efo... Dw i'n anghytuno efo... Mae __ yn dweud... Mae o'n/hi'n dweud...	Beth wyt ti'n feddwl am...? Beth amdanat ti? Dw i'n debyg i... Dw i'n wahanol i... Yn ôl (name), mae __ yn...	Beth ydy dy farn di am...?  O waw, wir? O na!	Spontaneous speech, flowing naturally!

# Unit 2 – Speaking and Listening – Examples



Mae tlodi yn broblem fawr.



Digartrefedd hefyd



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

## Y TEULU A FFRINDIAU

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



Teulu Brenhinoll!!  
Syniad da?  
Syniad drud?



Hwyl gyda ffrindiau?



Teimlo'n unig heb ffrindiau?

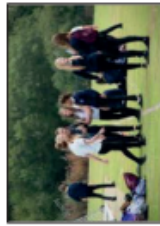


Teulu = rhieni + 12 o blant!!



# YSGOL – AMSER GORAU EIN BYWYD?

Mae gormod o bwysau arnon ni gan athrawon a rhieni. Canlyniadau, canlyniadau ... dyna sy'n bwysig!

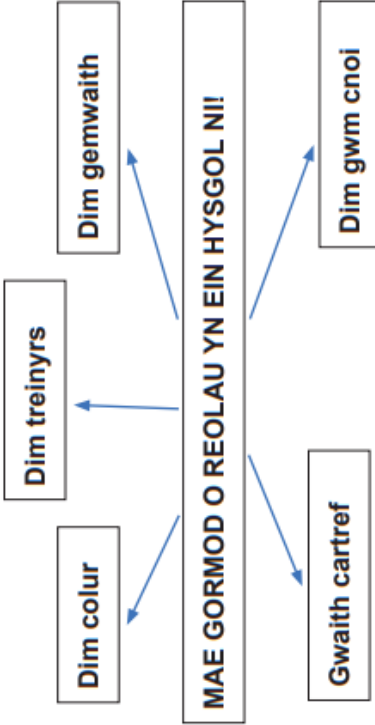
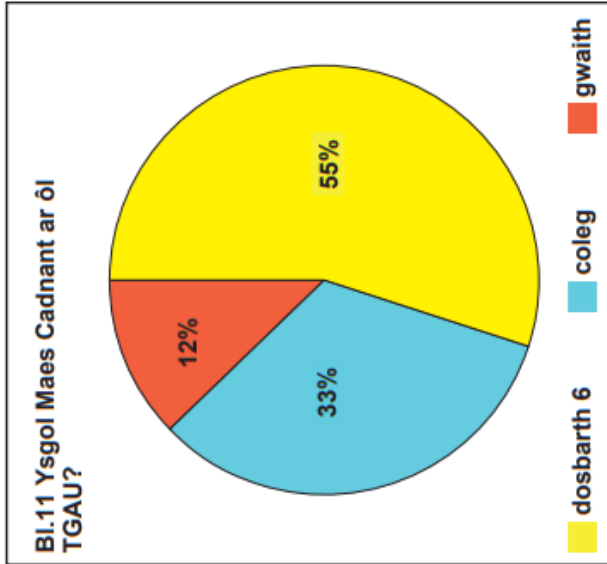


Mae'n gas gyda fi arholiadau. Dw i byth yn gwneud yn dda.



Dydw i ddim yn hapus yn yr ysgol. Mae bwlio yn broblem yn enwedig amser egwyl ac amser cinio ac ar y bws hefyd. Does neb yn helpu – y staff na'r teulu.

Dw i'n dwlu ar yr ysgol. Dw i'n mwynhau gweld fy ffrindiau bob dydd ac mae'r athrawon yn hwyll! Fy hoff bwnc i ydy cerddoriaeth a dw i'n mwynhau perfformio. Hoffwn i ganu yn y West End yn y dyfodol.

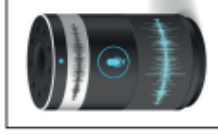


## TECHNOLEG – YDYN NI’N DIBYNNU GORMOD ARNO?

Fy hoff bwnc i yn yr ysgol ydy technoleg gwybodaeth. Dw i eisiau dechrau busnes newydd yn y dyfodol a rhaid i mi ddyngu defnyddio'r dechnoleg ddiweddaraf.



Ydy, mae technoleg yn bwysig ond does neb yn siarad gyda'i gilydd nawr. Yn y tŷ mae dad ar yr iPad yn chwilio am fargen, mae mam ar ei ffôn yn ateb e-byst, mae fy mrawd yn chwarae gemau ac mae'r teledu ymlaen. Does neb yn talu sylw i mi!



Mae technoleg yn datblygu pob dydd.

Faswn i ddim yn gallu byw heb fy ffôn!

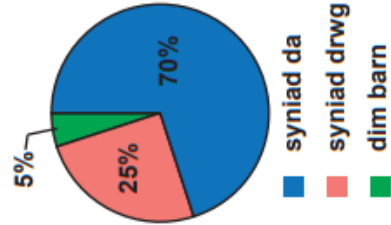


Dw i'n chwarae gemau cyfrifiaduwr bob nos. Mae'n helpu fi i ymlacio.



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Gwahardd ffonau symudol o'r ysgol – beth ydy barn rhieni?



Dydyn ni ddim yn cael defnyddio ffonau symudol yn yr ysgol. Mae hyn yn syniad twp.

Rydw i'n gallu gwneud popeth ar fy ffôn....

tynnu lluniau yn y gwersi celf, recordio gwaith grŵp, chwarae gemau fel Kahoot, defnyddio apiau .....



Apiau

Kahoot!

Trowch y dudalen.  
Turn over.

# CHWARAEON – YDYCH CHI’N GWNEUD DIGON?

Mae fy ffrindiau yn gwneud llawer o chwaraeon, jiwdo, badminton, nofio a gymnasteg. Mae'n costio llawer o arian. Rydw i'n cerdded a rhedeg i fyny'r mynyddoedd. Does dim cost o gwbl.



Chwaraeon bechgyn?	Chwaraeon merched?
pêl-droed	hoci
rygbi	badminton
pêl-fasged	pêl-rwyd
dawnsio stryd	dawnsio disgo



BETH AM CHWARAEON EITHAFOL? PERYGLUS?

sgleffyrddio



abseilio



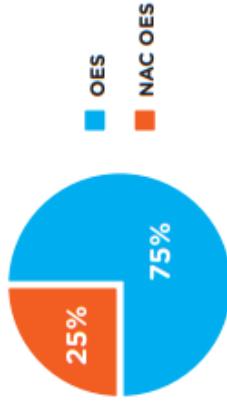
rafftio dŵr gwyn



neidio bynji



RYDW I'N BWYTA'N IACH. OES RHAID I MI YMARFER HEFYD?



Oes digon o gyfle i wneud chwaraeon yn yr ysgol? Oes digon o glybiau?



Mae gen i lawer o waith ysgol bob wythnos. Mae gwersi chwaraeon yn yr ysgol yn fy helpu i ymlacio – mae'n bwysig iawn! Rhaid cadw'r corff a'r meddwl yn iach. Dylai bod mwy o wersi chwaraeon ar yr amserlen – dydy awr yr wythnos ddim yn ddigon.



Mae gyda fy ffrindiau waith rhan-amser. Mae Jac yn gweithio mewn caffi ac mae Ela yn gweithio mewn siop trin gwallt. Hoffwn i weithio ond mae mam yn dweud 'Na! Rhaid i ti wneud gwaith ysgol.'



Mae tad-cu a mam-gu yn byw ar fferm. Dw i'n aros gyda nhw ar y penwythnos ac yn helpu ar y fferm.

Mae tad-cu yn rhoi arian i mi.



Dw i'n helpu dad yn ol gadael yr ysgol. Y garej. Bydda i'n gwethio gyda ef ar



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(3020U20-1CH)

SWYDD MIS AWST

CLWB SYRFFIO

Dydd Llun – Dydd Gwener  
5 awr y dydd

£140 yr wythnos

Rhaid gallu siarad Cymraeg



Cymraeg

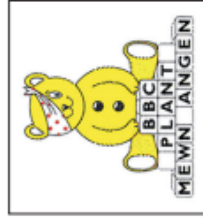
## PROFIAD O WEITHIO

### GWAITH RHAN-AMSER

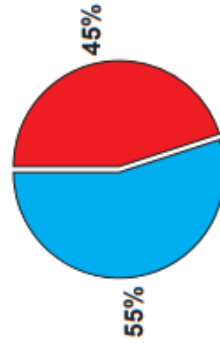
MANTEISION	ANFANTEISION
<ul style="list-style-type: none"> <li>• arian</li> </ul>	<ul style="list-style-type: none"> <li>• dim amser gyda ffrindiau</li> </ul>
<ul style="list-style-type: none"> <li>• dysgu sgiliau</li> </ul>	<ul style="list-style-type: none"> <li>• dim amser i waith ysgol</li> </ul>
<ul style="list-style-type: none"> <li>• da ar CV</li> </ul>	<ul style="list-style-type: none"> <li>• wedi blino</li> </ul>
<ul style="list-style-type: none"> <li>• cyfarfod pobl newydd</li> </ul>	<ul style="list-style-type: none"> <li>• codi'n gynnar ar y penwythnos</li> </ul>

Oes gen ti waith rhan-amser?

HELPU ELUSENNAU



Gwaith rhan-amser – syniad da?



# Unit 2 – Speaking and Listening – What to do

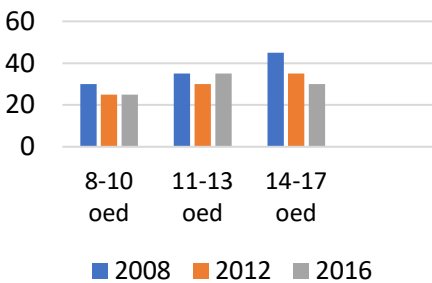
The stimulus sheet that you choose may have information given to you in a table or a graph. If you're aiming for A/A\* grades, then it would be advantageous for you to discuss these using the following vocabulary and examples.

graff	graph
tabl	table
grid	grid
siart	chart
gwybodaeth	information
siart cylch	pie chart
siart bar	bar chart
graff llinell	line graph
tabl data	data table
y cant	per cent

Mae'r graff yn dangos bod...  
 The graph shows that...  
 Yn ôl y siart, ...  
 According to the chart...  
 Mae \_ yn fwy poblogaidd na \_  
 \_ is more popular than \_  
 Mae \_ yn llai poblogaidd na \_  
 \_ is less popular than \_  
 Mae mwyaf o bobl yn hoffi..  
 Most people like...  
 Mai lleiaf o bobl yn hoffi...  
 Least people like...

## Examples:

**Pobl ifanc sy'n cadw'n heini bob wythnos**



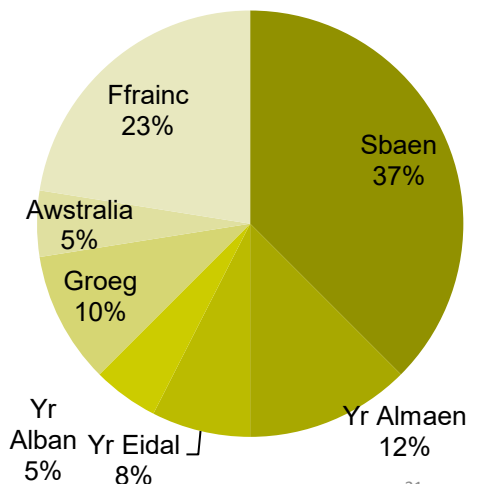
Yn dwy fil un deg dau, mae tri deg pump y cant o bobl ifanc yn cadw'n heini bob wythnos, ond mae llai o blant un deg pedwar i un deg saith oed yn cadw'n heini bob wythnos yn dwy fil un deg chwech. Yn fy marn i, mae pobl ifanc yn defnyddio technoleg mwy a chwarae llai o chwaraeon heddiw.

*In 2012, 35% of young people keep fit every week, but less children fourteen to seventeen years old keep fit every week in 2016. In my opinion, young people use technology more and play less sports today.*

Yn ôl y siart cylch, mae mwyaf o bobl yn hoffi mynd ar wyliau i Sbaen. Dw i'n anghytuno efo nhw achos mae gormod o bobl yn mynd i Sbaen yn fy marn i. Dw i'n cytuno efo'r deg y cant achos dw i wrth fy modd efo Groeg. Es i i Rhodes yn Ngroeg efo fy rhieni haf diwethaf a roedd o'n bendigedig. A dweud y gwir, dylwn i ddim hoffi Groeg achos mae hi'n boeth dros ben yno. Beth amdanat ti?

*According to the pie chart, more people like going on holiday to Spain. I disagree with them because too many people go to Spain in my opinion. I agree with the 10% because I'm in my element with Greece. I went to Rhodes in Greece with my parents last summer and it was fantastic. To tell the truth, I shouldn't like Greece because it's extremely hot there. What about you?*

**Ble mae teuluoedd Cymru yn hoffi mynd ar wyliau?**



# Unit 3 – Reading and Writing – Exam Info

## **What does the exam board say?**

100 marks, 1 hour and 30 minutes

This unit requires candidates to respond to a range of questions. The reading will be assessed through a range of structured questions and the writing for different purposes including narrative, specific and instructional writing.

Types of questions - These may include multiple choice with non-verbal responses; selecting true/false statements; short answer questions, completing information.

Text format and types – Candidates will be assessed on different types of text format which may include:

- continuous text for example correspondence, online information, marketing materials, diagrammatic information, public information, guidance, letters and articles
- non-continuous text such as tables and graphs, adverts and forms
- mixed texts with elements of both continuous and non-continuous formats such as text supported by a graph or table
- multiple texts or short texts which can be linked together by context or juxtaposed, such as hotel adverts. The texts may be complementary or contradictory.

Candidates will be required to translate a short piece into Welsh (approximately 25 – 35 words). Candidates will also be required to proof read and correct a short piece of text (approximately 45 – 55 words). Questions will target specific aspects of the subject content.

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

## **Things to remember for the exam**

Your Welsh GCSE is unlike many other subjects because any of the topics that are listed on the cover can be used in any unit. There is no set layout to either of the written papers so we can't give you a question by question breakdown of what to expect. One year there could be 14 individual questions, the next there could be 16 worth a different amount of marks. The skills used however are the same for both papers; reading and writing. Everyone sits the same paper, so there are no tiers. In the paper there will be questions that E/F candidate can easily answer, and ones which will challenge A/A\* candidates.

Reading skills will be assessed in written responses to texts and questions. The paper gets gradually more difficult as you work through it, so the first few questions are multiple choice or 1-word answers, then these will develop into longer answers. The difficulty of the texts used will also increase as you work your way through the paper, so it could start with a brief advert for the first question, then a lengthy article for a question towards the end of the paper.

## **Basic tips**

- Read the questions carefully. It's a good idea to highlight/underline key words or the question words to make sure you answer what they want you to answer. Know the main question words!
- Many answers are multiple choice, in the final 5 minutes of the paper, make sure you've answered all of them, even if by this final point it's a random tick or a circle!
- If you're struggling for the writing questions, keep it simple. You will still pick up marks for using the most basic sentence patterns for talking about the topic they set.
- Look at the marks available and the space they've given you to make sure you write enough detail, or that you don't waste a lot of time on a question that only needs a 1 sentence answer.
- If you've prepared your essay well and you know it, do that first, then go back and complete the rest of the paper.

## Unit 3 – Reading and Writing – Translation

There are 2 types of questions that will be specific to the unit 3 exam, and that is the translation task and the proof reading task. The translation will be the most difficult question that you will be expected to complete across both papers. It is worth 10 marks. You will be given a brief piece of writing in English, that you will need to translate into Welsh. This will be split up into 10 sections (you will not know these) and each element for that section will need to be accurate to earn the mark. They will be testing any grammar point, any tense and sentence pattern so anything could come up here.

There will be a computer course on Thursday night at seven o'clock in Penlan School.

There will be no cost. All are welcome. E-mail Megan if there are any questions. Thank you.

You will be given the text to translate and a separate box below to write your answer. Make notes on the text itself to give you reminders before you attempt to translate into the answer box. This is also where you will be tested on an mutations as well, so you could circle any words that you know could cause a mutation.

*Future tense*                      *Swap words*                      *Swap words*                      *Swap words*  
There will be a computer course on Thursday night at seven o'clock in Penlan School.

*Future tense*                      *Command*  
There will be no cost. All are welcome. E-mail Megan if there are any questions. Thank you.

The final accurate translation would be:

Bydd (there will be) cwrs cyfrifiadur ar nos Iau am saith o'r gloch yn Ysgol Penlan.

Fydd dim cost. Croeso i bawb. E-bostiwch Megan os oes unrhyw gwestiynau. Diolch.

With the translation task, look out for the following:

**Tenses** – write which tense would be needed above the phrase. The exam board could use a variety of styles of writing, so they may not always be in full sentences. E.g. the wanted poster on the next page uses a few phrases instead of full sentences, which actually makes it a bit easier.

**Swap words** – In Welsh, the noun and adjective are swapped so *ffilm wych* is *great flm*. To show possession, in English we add 's, in Welsh we swap the words so *Ben's job* is *swydd Ben*.

**Command** – is the word telling you to do something? If so, then it will end in 'wch', so the verb email is *e-bostio*, and the command becomes *e-bostiwch*.

**Mutations** – you only need to know the main mutation rules for Welsh. Here is the table with the different mutations, and in the bubbles are the different words that cause the specific mutations. [A mutation is when the letter at the start of a word changes to something else, *fy nheulu* (instead of *teulu*), *ar ddydd Sadwrn* (instead of *dydd*) and *i Gaer* (instead of *Caer*)

# Unit 3 – Reading and Writing – Translation

Meddal (soft)	Trwynol (nasal)	Llaes (aspirate)
<p>c - g p - b t - d g - b - f d - dd ll - l m - f rh - r</p> <p>ganddo fo ganddi hi</p> <p>mae'n</p> <p>hoffwn i</p> <p>dylen ni</p> <p>ei (his)</p> <p>Past tense verbs</p> <p>am, ar, at, gan, dros, drwy, wrth, dan, heb, hyd, i, o</p>	<p>c - ngh p - mh t - nh g - ng b - m d - n</p> <p>fy</p> <p>yn (in)</p>	<p>c - ch p - ph t - th</p> <p>a</p> <p>3 / 6</p> <p>â</p> <p>ei (her)</p>

## WANTED

A young person  
to work in a hotel  
every Saturday in August

10 o'clock – 4 o'clock  
Five pounds an hour

Must speak Welsh  
Phone Mrs Emma Griffiths – (01375) 892001




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# Unit 3 – Reading and Writing – Translation

## IMPORTANT

There was a problem in the car park on Friday afternoon. The car park is now closed.

There is parking on the street or near the cinema. You can park in the supermarket

from May 15. Thank you.

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I would like to invite you to a party on Saturday night at the chapel hall. It will start at seven o'clock. Come and enjoy good food, amazing music and lots of fun.

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# Unit 3 – Reading and Writing – Proofreading

This is the next question that is specific to the unit 3 paper, where you will need to correct 10 mistakes in a piece of writing. Again, it could be any form of writing but the mistakes will be in bold and underlined, and you must write the corrections in a table below the text. The corrections must be perfect to gain the mark, and make sure you don't add in any additional mistakes when writing the correction in the box. The answer box will be numbered, but you don't have to have the correct answers in order. I recommend numbering each of the mistakes in the text 1-10, just to make sure you don't accidentally miss one. Look out for the following errors:

- **Spelling mistakes** – these could be from anything we've studied so look at the word carefully to work out what's wrong and needs correcting.
- **Capital letters** – start of sentences, proper nouns, you know capital letter rules as they're the same as in English!
- **Punctuation** – so that's commas, full stops, exclamation marks, question marks and apostrophes – you know all the basic rules for these as they are also the same as in English!
- **Apostrophes** – commonly: mae'n, mae'r, i'r, a'r (*ar* means *on*, *a'r* means *and the*), o'r.
- **Questions** in Welsh will start with oes, wyt, ydych, ydy or one of the question words so if one of these begins the line, make sure it finishes with a question mark.
- **Roofs** on letters – commonly: any sport that begins with pêl, tŷ, ffôn,
- **Mutations** – see full mutation table on page 14, but the commonly: soft mutation after *am, ar, at, gan, dros, drwy, wrth, dan, heb, hyd, i, o, nos*.
- **Commands** – a tougher one to spot but has come up on a few papers. In English we use the same word but we change how we say it to show it's a command and use an exclamation mark (sit down! is clearly a command). Common ones would be ffonwch (instead of ffonio) – phone, cysylltwch (instead of cysylltu) – contact and ysgrifennwch (instead of ysgrifennu) – write
- **Wrong form** of the word – this will often be using a verb when a noun is needed or vice versa. Yfed – to drink/diod – a drink, siopa – to shop/siop – a shop, gweithio – to work/gwaith – work, costio – to cost/cost – cost.



Ydych chi eisiau noson llawn hwyl.

Bydd y parti staff nos **Gwener**, Awst un deg **dai** am **haner** awr wedi saith. Bydd cinio tri chwrs a disco. Bydd yn **cost** deg **pint**

y person. Mae **copy** o'r fwydlen yn y swyddfa. Os **ydy** cwestiwn, ffoniwch **helen** Griffiths **am** estyniad 531. Diolch yn fawr. 😊

1	2	3	4	5
6	7	8	9	10

# Unit 3 – Reading and Writing – Proofreading

C.V. Daniel Roberts

ENW : Daniel Jack Roberts

CYFEIRIAD : 15 Heol y **castell**, Llanfair

RHIF FFÔN : 07883739004

OED : un deg **chewch**

PENBLWYDD : **Chwefor** un deg naw

YSGOL : Ysgol Syr Iwan Rhys

PYNCIAU TGAU : Cymraeg, Saesneg, **Ffraneg**, mathemateg, gwyddoniaeth, hanes, daearyddiaeth, celf, drama a chwaraeon

PROFIAD O WEITHIO : Roeddwn i'n arfer **gwaith** mewn siop chwaraeon yn ystod yr haf. Hefyd rydw i wedi helpu mewn **theatre** gyda'r dillad ac yn y **café**.

DIDDORDEBAU : Rydw i'n mwynhau chwaraeon o bob math, yn enwedig nofio, syrffio a rygbi. Beth bynnag fy hoff hobi **yn** chwarae gemau cyfrifiadur achos maen nhw'n **cyffrous**.

ENW A GWAITH CANOLWR : Mrs Janet Williams (rheolwraig y siop chwaraeon).

1	2	3	4	5
6	7	8	9	10



## CWMNI DRAMA PANT GLAS

Neges i **pobl** ifanc yr ardal.

**Mae** ni'n chwilio am **deg** person ifanc i actio yn y sioe **newidd** ym mis **Hydref** yn

**Theatre** Pant Glas.

Oes diddordeb gyda chi. Wel, **ffonio** Alun Harries ar 768229. Mae manylion a **ffurflen**

**cais** gyda fe. **pob** lwc!

1	2	3	4	5
6	7	8	9	10

# Unit 4 – Writing and Reading

## **What does the exam board say?**

100 marks, 1 hour and 30 minutes

This unit requires candidates to respond to a range of reading and writing questions. The reading will be assessed through a range of structured questions and the writing for different purposes including descriptive, creative and imaginative writing.

It will be necessary for the candidates to show awareness of audience and purpose using a range of different written forms, for example letters, e-mails, articles, diaries, posters, stories and blogs.

Types of questions – These may include multiple choice with non-verbal responses; selecting true/false statements; short answer questions, completing information.

Text format and types – Candidates will be assessed on different types of text format which may include:

- continuous text (literature) for example extracts adapted from novels, short stories, poems, reviews, online information, marketing materials, letters and articles
- non-continuous text such as tables and graphs, adverts and forms
- mixed texts with elements of both continuous and non-continuous formats such as a prose explanation supported by a graph or table
- multiple texts or short texts which can be linked together by context or juxtaposed, such as hotel adverts. The texts may be complementary or contradictory.

Types of questions - These may include multiple choice with non-verbal responses; selecting true/false statements; short answer questions, completing information.

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

## **Things to remember for the exam**

Your Welsh GCSE is unlike many other subjects because any of the topics that are listed on the cover can be used in any unit. There is no set layout to either of the written papers so we can't give you a question by question breakdown of what to expect. One year there could be 14 individual questions, the next there could be 16 worth a different amount of marks. The skills used however are the same for both papers; reading and writing. Everyone sits the same paper, so there are no tiers. In the paper there will be questions that E/F candidate can easily answer, and ones which will challenge A/A\* candidates.

Reading skills will be assessed in written responses to texts and questions. The paper gets gradually more difficult as you work through it, so the first few questions are multiple choice or 1-word answers, then these will develop into longer answers. The difficulty of the texts used will also increase as you work your way through the paper, so it could start with a brief advert for the first question, then a lengthy article for a question towards the end of the paper.

## **Basic tips**

- Read the questions carefully. It's a good idea to highlight/underline key words or the question words to make sure you answer what they want you to answer. Know the main question words!
- Many answers are multiple choice, in the final 5 minutes of the paper, make sure you've answered all of them, even if by this final point it's a random tick or a circle!
- If you're struggling for the writing questions, keep it simple. You will still pick up marks for using the most basic sentence patterns for talking about the topic they set.
- Look at the marks available and the space they've given you to make sure you write enough detail, or that you don't waste a lot of time on a question that only needs a 1 sentence answer.
- If you've prepared your essay well and you know it, do that first, then go back and complete the rest of the paper.

# Unit 4 – Writing and Reading – Poetry

## Some Specific Types of Questions for Unit 4

A specific element of the unit 4 paper is that you may be given Welsh literature for a reading comprehension. The skills that you use to complete these tasks are exactly the same as you would use for any other reading comprehension. Don't be put off if it says to read the poem or extract! You would need the following vocabulary if specifically being asked questions about a poem.

cerdd – poem

cerddi – poems

bardd – poet

barddoniaeth – poetry

pennill – verse

odl – rhyme

llynell – line

cwpled – couplet

In the example material and previous papers, there has been a question which asks 'ble mae'r odl?' which simply means 'where is the rhyme?'. Select the 2 words that sound the same to gain an easy mark.

sant/dant – rhyme

gwrando/heno – rhyme

Siopa/bwyta – rhyme

mwynhau/glanhau – rhyme

yfed/diod – do not rhyme

Based on the poem, there maybe a more specific but shorter writing task to complete. This includes a much more direct mark scheme where you need to say more specific sentences. In the past, this has been quite a straightforward question, and so is a very easy question to pick up 10/10! As it is worth fewer marks, do what they ask for accurately. Aim for full marks on this one as they even give you the instructions in both languages!

(iii) Mae'r gerdd yn disgrifio Cymru yn gyffredinol ond beth am eich ardal chi?  
Disgrifiwch eich ardal chi **yn Gymraeg**. [5 + ✓ = 5] = [10]

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

*The poem describes Wales in general but what about your area? Describe your area **in Welsh**.*

- (i) *Where do you live? (1)*
- (ii) *What's in the area? (1)*
- (iii) *What can young people do in the area? (1)*
- (iv) *What would you like to have in the area? (1) Why? (1)*

It's a good idea for you to underline or highlight any words in the question that you may need, just to make sure you don't make any careless mistakes.

Read the points carefully for this question, as the final one may prompt you to use a specific tense, like (iv) above. What would you like to have in the area? This is asking you to use the conditional tense, so 'hoffwn i gael' (I would like to have). Look out for phrases like 'what did you do?' (asking you to use the past tense) or 'where will you go?' (asking you to use the future tense).

# Units 3 and 4 – Reading Comprehensions

Reading comprehensions form a crucial part of both written exam papers, and will represent roughly half the overall marks available. Below is some advice of how to go about answering these types of questions that can take a range of formats. As you don't know which topics can come up in reading comprehensions, the best revision is to read around the topics and know the key words related to different topics.

Cwestiwn....	What the examiner is looking for...
Ble? Where?	Placenames (Caerdydd, Wrecsam) Location (yn yr ysgol, yn y tŷ, yn y ganolfan hamdden)
Pwy? Who?	A person's name (Dylan, Carys) An occupation (athro, plismon)
Pryd? When?	Time of day (yn y bore, yn y prynhawn) Time on the clock (saith o'r gloch, chwarter wedi tri) Date (Dydd Mawrth, Tachwedd 14) An occasion (Nadolig, Gwyliau'r haf)
Sawl? Faint o? How many /much?	A number (pump, un deg pedwar)
Pa? Which?	According to question (pa fath o ffilm?, chwaraeon?, etc)
Faint o'r gloch? What time?	Time on the clock (pedwar o'r gloch)
Beth? What?	According to question (Beth wyt ti'n hoffi....?)
Sut? How?	According to question (Sut wyt ti?, etc)
Pam? Why?	A reason (...achos dw i'n, ....achos mae'n)

**According to question** – These questions can be the more tricky ones to answer. Look at the key words in the question, and find these in the text so help you find the answer.

Beth ydy enw ei thad?

Enw ei thad ydy **Dylan**.

*What is the name of her father?*

*Her father's name is **Dylan**.*

Pa dîm rygbi mae o'n cefnogi?

Mae o'n cefnogi tîm rygbi **Cymru**.

*Which rugby team does he support?*

*He supports the **Welsh** rugby team.*

Sut oedd y tywydd?

Roedd hi'n boeth iawn.

*How was the weather?*

*It was very hot.*

As you can see with the last one, this may not always work, but knowing that 'tywydd' means 'weather' and seeing 'boeth iawn' would stand out as the answer.

To answer a comprehension question in a full sentence, look carefully at the question as it gives you exactly what you need. Just remove the question word.

Beth mae Aled yn hoffi?

Mae Aled yn hoffi rygbi.

*What does Aled like?*

*Aled likes rugby.*

# Units 3 and 4 – Reading Comprehensions

## Similar/Different

At some point in the exams, the exam board like to ask you what's similar or different between 2 people based on the texts in the reading comprehensions. These are usually worth either 2 or 4 marks and can be very straightforward to answer. Know the following phrases to construct basic sentences from the information in the texts.

Beth sy'n debyg rhwng...?	What is similar between...?
Beth sy'n wahanol rhwng...?	What is different between...?
Mae _ yn debyg i	_ is similar to
Mae _ yn wahanol i	_ is different to
Mae'r ddau yn	both
achos maen nhw'n	because they (are)
achos mae o'n	because he (is)
achos mae hi'n	because she (is)
hefyd	also
yn lle	instead

For example...

Mae Josh yn debyg i Julia achos mae o'n hoffi chwaraeon hefyd.

*Josh is similar to Julie because he likes sports also.*

Mae Julie yn wahanol i Jeromy achos mae hi'n casau bwyta'n iach.

*Julie is different to Jeromy because she hates eating healthy.*

Mae'r ddau yn chwarae pêl-droed ar y penwythnos.

*Both play football on the weekend.*

## Yes/No

At some point on the papers, they are also likely to ask you about how to answer a question using the correct yes or no. Here are some VERY simple pointers to get the marks available for these questions. If it's worth 1 mark, then they simple want a one-word answer, if it's worth 2 marks, then extend it into a full sentence based on what the question asks of you. The main ones are:

If the question starts with **Oes** (oes brawd ganddo fo?) then yes is **oes**, no is **nac oes**.

If the question starts with **Wyt/Ydych** (wyt ti'n hoffi hanes?) then yes is **ydw** and no is **nac ydw**.

If the question starts with **Ydy** (ydy o'n hoffi'r sinema?) then yes is **ydy** and no is **nac ydy**.

If the question starts with **Oedd** (oedd o'n mwynhau?) then yes is **oedd** and no is **nac oedd**.

## Asking questions

You may also be asked to write a question in response to a text that is in the paper. The main phrase you'd need is 'wyt ti'n' informally to one person, or 'ydych chi'n' if you are asking a question formally or to a group of paper.

Wyt ti'n hoffi siopa?

Do you like shopping?

Ble ydych chi'n chwarae criced?

Where do you play cricket?

Faint o'r gloch wyt ti'n agor?

What time do you open?

Pam wyt ti'n cysgu?

Why are you sleeping?

Pryd ydych chi'n mynd ar wyliau?

When are you going on holiday?