

Cwricwlwm Cymreig

Phase 2



Arolygiaeth Ei Mawrhydi dros Addysg
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales



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1 Introduction

- 1 In April 2005, Estyn evaluated the progress made by schools in implementing the Qualifications, Curriculum and Assessment Authority for Wales (ACCAC) guidance on the Cwricwlwm Cymreig from the early years to key stage 3. This report builds on that work by focusing on developments in key stage 3, key stage 4 and the sixth form in secondary schools. The report takes account of the impact of Welsh Assembly Government initiatives such as the 14-19 Learning Networks and the Welsh Baccalaureate Qualification. The evidence base includes:
 - school inspection reports for the academic years 2003-2004 and 2004-2005; and
 - HMI visits, during the summer and autumn terms 2005 and the spring term 2006, to a small sample of secondary schools and one special school to:
 - discuss the Cwricwlwm Cymreig with pupils, teachers, co-ordinators and headteachers; and
 - scrutinise pupils' work and teachers' planning documents.
- 2 'The Whole Curriculum 5-16 in Wales' Curriculum Council for Wales 1991(CCW) identified the three characteristics that contribute to the distinctiveness of the Cwricwlwm Cymreig. These are:
 - the Welsh language as a subject and as a medium of teaching and learning;
 - aspects of curriculum content which are distinctive to Wales; and
 - the general 'Welshness' of pupils' learning experiences.
- 3 In 1993, CCW published further guidance in a document entitled Advisory Paper 18 'Developing a Cwricwlwm Cymreig'. This paper identified five elements which, taken together, constitute the Cwricwlwm Cymreig and were intended to develop in pupils:
 - a sense of belonging;
 - a sense of place and heritage;
 - an awareness of the importance of language and literature in the history and life of Wales;
 - an understanding of the creative and expressive arts in Wales; and
 - an awareness of the factors that have shaped Welsh religious beliefs and practices.
- 4 These documents have been influential in informing curriculum planning.

- 5 In 2003, ACCAC produced guidance for schools entitled 'Developing the Cwricwlwm Cymreig'. This followed an earlier report produced by Estyn in 2001 on 'Y Cwricwlwm Cymreig: The Welsh dimension of the curriculum in Wales: good practice in teaching and learning.'
- 6 The ACCAC guidance explains the rationale for the Cwricwlwm Cymreig, why it is important, and how and where schools can promote it. The guidance identifies opportunities to develop the Cwriculum Cymreig and exemplifies good practice through case studies. These case studies describe good practice in the teaching of the Cwricwlwm Cymreig in National Curriculum subjects.
- 7 From 1 April 2006, ACCAC merged with the Welsh Assembly Government and it is now part of the new Department for Education, Lifelong Learning and Skills (DELLS) within the Welsh Assembly Government and referred to as ACCAC/DELLS.

2 Summary

- 8 Standards and the quality of teaching are good or better in three-quarters of the survey schools. In these schools, the Cwricwlwm Cymreig is often a strong feature and provides purpose, direction and significance to pupils' learning. This gives the work a vibrancy and immediacy that strengthens pupils' sense of identity and self-esteem, while also helping them to see Wales as a modern, diverse country that is part of a wider international community.
- 9 By focusing on fieldwork and by using real examples, work based on the Cwricwlwm Cymreig often brings out the complexity of situations and topics. This helps to develop learners' investigative and research skills and they gain a deeper understanding of their study.
- 10 Much of the Cwricwlwm Cymreig is delivered through extra-curricular and community-based activities, which often strengthen their community understanding. In this way the Cwricwlwm Cymreig can have a positive impact on pupil behaviour and on their personal and social development.
- 11 Involvement in the Urdd Eisteddfodau school activities involves large numbers of pupils. This national Urdd youth movement plays a profoundly important role in providing a focal point for schools in honing creative and performing skills in cultural events. In this way, the school often acts as a cultural boost and a source of literary enrichment for the local community.
- 12 However, some of the Cwricwlwm Cymreig work in schools is of a low standard. In about a quarter of schools, pupils' knowledge of the Cwricwlwm Cymreig has shortcomings.
- 13 Most secondary schools are making good progress in implementing the Cwricwlwm Cymreig. They see the ACCAC/DELLS document 'Developing the Cwricwlwm Cymreig' (2003) as a very useful source of advice for planning, although, in a minority of schools, teachers have not taken enough account of this guidance when planning their work.
- 14 In the 14-19 phase, the Welsh Joint Examination Committee (WJEC) provides good guidance in many syllabuses on the Cwricwlwm Cymreig and many schools in Wales choose to follow a WJEC examination course at GCSE, AS or A level because of this strong emphasis on the Cwricwlwm Cymreig. However, where schools choose to use a syllabus from another examination board, there is not always the same emphasis on the Cwricwlwm Cymreig and learners' knowledge, skills and understanding about Wales are more limited as a result.
- 15 The Welsh Baccalaureate Qualification is being piloted in the 16+ age range and provides a strong focus on the Cwricwlwm Cymreig through the delivery of the Wales Europe and the World (WEW) component. This is also a mandatory part of the Learning Pathways 14-19 Curriculum.

- 16 The quality of leadership and management for the Cwricwlwm Cymreig is good overall. Headteachers who are committed to the Cwricwlwm Cymreig see it as a key aspect of the school curriculum.
- 17 Few of the teachers who are new to working in Wales have received in-service training or an induction pack on the Cwricwlwm Cymreig. They have limited awareness of the distinctive nature of the school curriculum in Wales.
- 18 The provision of resources for the Cwricwlwm Cymreig is satisfactory overall. It is a continuous challenge for most schools to provide up-to-date materials for the Cwricwlwm Cymreig. ACCAC/DELLS has successfully extended the provision of Welsh language materials over the past decade to include many subject areas.
- 19 English-medium schools have also benefited greatly from the ACCAC/DELLS commissioning process with the production of original materials with a strong focus on Y Cwricwlwm Cymreig.
- 20 Examination papers at GCSE, AS and A level are available in Welsh in most subjects. Apart from a small number of applied GCSEs and A/AS levels, few vocational qualifications are available in Welsh although there are initiatives to address this.

3 Recommendations

R1 The Welsh Assembly Government should:

- require that induction arrangements for teachers who are new to working in Wales to include a focus on the Cwricwlwm Cymreig;
- provide schools with further guidance on developing continuity and progression in the Cwricwlwm Cymreig particularly in the 14-19 phase in relation to the study of Wales, Europe and the World at levels 1, 2 and 3; and
- ensure that more vocational qualifications are made available in Welsh;

R2 LEAs should:

- support in-service training provision for teachers about delivering the Cwricwlwm Cymreig;

R3 NGfL Cymru should:

- provide online resource materials for the Cwricwlwm Cymreig to, address the shortages of Welsh medium resources, and address the issue of access to some programmes;

R4 Schools should:

- implement regular and systematic audits of the Cwricwlwm Cymreig in all subjects in order to improve and develop the Cwricwlwm Cymreig; and
- provide professional development opportunities for all staff on the Cwricwlwm Cymreig, particularly those who have been trained outside Wales and may be unfamiliar with curriculum requirements in Wales.

4 The impact of Y Cwricwlwm Cymreig on standards

- 21 Standards are good or better in three-quarters of the survey schools. In these schools, the Cwricwlwm Cymreig is often a strong feature. It is sometimes difficult to draw a direct causal relationship between the Cwricwlwm Cymreig and high standards because other factors are also at work. The appendix lists case studies of good practice in delivering the Cwricwlwm Cymreig.
- 22 Standards in English are often good where pupils discuss poetry and prose with a Welsh context in groups, and then prepare oral presentations on their findings to the class. This sequence of activity develops pupils analytical and interpretive skills as they work individually to understand the set text. They test this understanding against the perceptions of others in the group in order to arrive at an agreed interpretation. The final plenary session where individuals present their findings to the whole class consolidates learning and ensures a deep understanding of the work. Pupils also make good use of poetry and music to develop a deeper understanding of the importance of historical events such as the politics of the Tryweryn Valley reservoir in the 1960s and its effect on modern Wales.
- 23 Standards in science are very good where pupils test hypothesis and conduct experiments and can relate these to issues of social concern in Wales such as the problems of drug abuse. Where this is related to the wider context and linked to the findings of an eminent Welsh scientist on the impact of drugs on humans, aspects of the work are outstanding.
- 24 Pupils gain a deeper understanding of their work through fieldwork. Their key skills improve through taking part in fieldwork. This is because pupils often see the work as relevant and they enjoy working with others to solve problems and interpret geographical patterns and historical events. Skills of communication, numeracy and IT are applied effectively in activities such as discussion, analysis of field work data and the production of word processed reports for GCSE, AS and A-level examination work that has a focus on Wales. Pupils' wider key skills of problem-solving, working with others and improve own learning are often developed to a good level through Cwricwlwm Cymreig activities.
- 25 Standards in modern foreign languages are often good where pupils make oral and written presentations to others in the class using the target language. The quality of the work is often high and learning is vibrant when pupils use a familiar theme based on an aspect of life in Wales as the basis for this work. This is often because they enjoy talking about themes such as their community, Welsh sporting icons or pop stars to others in a group. They are motivated and challenged to high achievement when they have to do this in the target language. The work is also of higher quality because pupils enjoy their tasks and understand the work.
- 26 Where modern foreign language students have opportunities to use their target language on a daily basis, for example on Welsh Baccalaureate work experience guiding foreign visitors to an International Eisteddfod in their native language, standards are also very good overall. This is because of the very good opportunities to use their modern foreign language skills in a meaningful but challenging context.

- 27 Standards in business studies are good where pupils use case studies of successful practice and relate these to illustrative studies of Welsh entrepreneurs. Their work is often of good quality because it is based on highly motivating real-life examples of successful practice in Wales.
- 28 Pupils who succeed in the Welsh Baccalaureate Qualification often demonstrate very good investigative and research skills. These are honed through individual investigations that have a strong focus on Wales. They often show a good understanding and critical awareness of contemporary issues in Wales.
- 29 The Cwricwlwm Cymreig can have a positive impact on standards of pupil behaviour, and on personal and social development. Most schools organise extra-curricular activities such as visits to theatres, concerts, and sporting events and community-focused, charitable activities. These provide good opportunities for pupils to behave responsibly and exercise care and concern for others.
- 30 The Cwricwlwm Cymreig makes a vital contribution to developing the cultural literacy of pupils, particularly those who are new to Wales. This provides them with the knowledge, skills and understanding that help them settle in Wales. Many pupils have a good understanding of issues to do with the languages, cultures and economy of modern Wales.
- 31 Some of the Cwricwlwm Cymreig work in schools is of a low standard. In about a quarter of schools, pupils' knowledge of the Cwricwlwm Cymreig has shortcomings. This is because of the way the Cwricwlwm Cymreig is planned and taught. Some of the work is unimaginative and undemanding. It is often over-dependent on downloading and repeating information from websites. In one school, a significant minority of key stage 3 pupils make predictable and narrowly-based choices for their design in technology lessons. In another school, pupils in history do not fully explore the varying social and cultural impact of industrialisation on different parts of Wales.

5 The impact of the Cwricwlwm Cymreig on teaching and learning

- 32 Most schools see the ACCAC/DELLS document 'Developing the Cwricwlwm Cymreig' (2003) as a very useful source of advice, although in a minority of schools, teachers have not taken enough account of this guidance. In-service training for teachers is used to strengthen the focus on the Cwricwlwm Cymreig in only a minority of schools.
- 33 The quality of teaching the Cwricwlwm Cymreig is good or better in three-quarters of the survey schools. In these cases, the Cwricwlwm Cymreig provides purpose and direction to teaching and learning. Many teachers believe that the Cwricwlwm Cymreig helps to promote good teaching and high standards.
- 34 Schemes of work and lesson plans are of good quality overall and a high proportion of teachers have a good knowledge of the Cwricwlwm Cymreig in their subjects. Lessons in most National Curriculum subjects in key stages 3 and 4 make appropriate reference to the Cwricwlwm Cymreig. This includes work that focuses on a range of cultures and diversity in Wales.
- 35 Teachers often make good use of references to Welsh places, events and people in lessons. In one school pupils learn about the life, work and impact of Sir Terry Mathews on the world of business. In another school pupils are taught about the work of Professor Richard Tecwyn Williams in science, and his discoveries about the impact of drugs on people. Pupils enjoy learning how such people can have a profound impact on the world. They often find this type of study inspiring.

- 36 In one Welsh-medium comprehensive, sixth-form students take part in a problem-solving activity based on a visit to two sites of historical significance in Mid Wales as part of their work for the pilot Welsh Baccalaureate. This is described in the following case study:

A comparison of two castles

The field work is organised over two days. Students evaluate the relative strengths and weaknesses in the sites and locations of Dolforwyn and Montgomery Castles. The two sites in question are locations where a highly significant event in the history of Wales took place, related to the overthrow of the last native Prince of Wales, Llewelyn ap Gruffudd. Students develop a deeper understanding of the political and historical importance of these events, and the way in which contemporary Wales has evolved as a result. The activity also provides learners with opportunities to develop competence in the key skills of numeracy, communication, ICT, working with others, and problem solving. They develop skills of map-reading and interpretation, and an awareness of the importance of how the less favourable site of Dolforwyn Castle was exploited by Llewellyn's enemies and subsequently led to his defeat. The students use good problem-solving techniques, and good skills of research, analysis and synthesis. Follow-up work involves using census data to compare the concentrations of Welsh-speaking and non-Welsh-speaking people in the region, and how these contemporary linguistic patterns have been in part determined by the historical events at Dolforwyn and Montgomery Castles.

In this work on the two castles, learning is more effective because pupils have first-hand experience through fieldwork. This fires their imagination and provides further motivation for them to explore further issues of culture and heritage. Experiences such as these make history and geography more relevant.

Good features:

- the opportunity to compare the locations of the two castles through field work;
- learners' knowledge skills and understanding of an important period in Welsh history; and
- effective problem-solving skills.

- 37 There are shortcomings in the way the Cwricwlwm Cymreig is taught in about a quarter of schools. These include weaknesses in planning lessons. Sometimes there is a lack of explicit reference to the Cwricwlwm Cymreig in lessons and a failure to inform pupils of issues as they affect Wales. A minority of teachers have little understanding of the Cwricwlwm Cymreig and appear to perceive this entitlement as a peripheral requirement. There are also examples where there is a lack of depth to the work and opportunities are missed because, while superficial references are made, this does not lead to further learning or challenges in the work set.

6 The quality of curriculum planning

- 38 The quality of planning for the Cwricwlwm Cymreig is good in most schools and there is effective use of guidance documents. In key stage 3 the National Curriculum Subject Orders provide helpful guidance on the Cwricwlwm Cymreig.
- 39 In the 14-19 phase the Welsh Joint Examination Committee (WJEC) provides good guidance in many syllabuses on the Cwricwlwm Cymreig. Many schools in Wales choose to follow a WJEC examination course at GCSE, AS or A level because of the strong emphasis on the Cwricwlwm Cymreig. The specification framework for WJEC examination courses, particularly in subjects such as history, music, and geography include statements similar to the following for art.
- 40 'The specification framework also allows the use of the Welsh context for course designers in Wales to draw on local examples and priorities, thereby allowing development of the Cwricwlwm Cymreig. The specification, specimen papers and all components are available through the medium of Welsh'.
- 41 This has a very positive impact on lesson planning for the Cwricwlwm Cymreig in the 14-19 age range. However, where schools choose to use a syllabus from another examination board, there is not always the same emphasis on the Cwricwlwm Cymreig and learners gain a more limited knowledge skills and understanding about Wales.
- 42 Guidance from ACCAC/DELLS, including case studies on how the Cwricwlwm Cymreig can be taught in most subjects, has been very helpful for schools. ACCAC/DELLS guidance on the 14-19 Learning Core also includes helpful case study material on the Cwricwlwm Cymreig.
- 43 In many cases, schools now highlight specific examples in schemes of work of how teachers can address the Cwricwlwm Cymreig. However, few schools have schemes of work that show clear, coherent continuity and progression in knowledge, skills and understanding of the Cwricwlwm Cymreig, either within subjects, or across the school.
- 44 Most schools recognise the important role that the teaching of Welsh has on developing the Cwricwlwm Cymreig. A minority of schools set increasingly challenging targets to increase the number of pupils sitting Welsh as a first language in teacher assessments at the end of key stage 3.
- 45 A number of Welsh Assembly Government initiatives in the 14-19 phase have the potential to support the development of the Cwricwlwm Cymreig including the new pilot Welsh Baccalaureate Qualification for post-16 students, and Learning Pathways initiative and the Credit and Qualifications Framework for Wales (CQFW) project.
- 46 In the 14-19 phase there is scope to develop further opportunities for learners to follow a specified number of units of work in their subjects/courses through the medium of Welsh and to gain additional credit for this.

- 47 In the Welsh Baccalaureate course, in addition to their main qualifications, such as A level, AS level or vocational courses, students study a core that includes the following components:
- Wales, Europe and the World;
 - an element of work-focused and voluntary community experience;
 - personal and social education; and
 - a language module.
- 48 This qualification provides very good opportunities for learners to study the Cwricwlwm Cymreig. They already visit various sites of historical and/or geographical interest and undertake much work that is relevant to the Cwricwlwm Cymreig (see case study on page 9). Few centres teach Welsh as part of the language module.
- 49 The Learning Pathways is another Welsh Assembly Government initiative that aims to transform 14-19 provision in Wales. This also includes a learning core which is similar to the Welsh Baccalaureate core and also includes study of Wales, Europe and the World. It is too early to evaluate the impact of the Learning Pathways initiative on the Cwricwlwm Cymreig. However, the development of the learning core will require careful planning of the curriculum and a high degree of partnership working in order to ensure that pupils avoid repeating elements of their learning programmes between key stages and at different levels.
- 50 Each 14-19 local network has started the process of strategic planning for the longer term. However, few of these early plans identify issues of continuity and progression in the Cwricwlwm Cymreig as a priority.
- 51 Extra-curricular activities play an extremely important role in developing the Cwricwlwm Cymreig. This is an outstanding feature in many schools, and this is particularly the case in Welsh-medium schools, where preparing learners to compete in local and national Urdd Gobaith Cymru Eisteddfodau, is a central feature of the work.
- 52 Involvement in the Urdd Eisteddfodau through school activities involves large numbers of pupils. The Urdd National Eisteddfod is held annually in north and south Wales alternately. Pupils develop a very good awareness of the diverse cultural heritage of Wales as well as the plurality of cultural life, particularly in the larger towns and cities as a result of engaging with Urdd activities and competitions. This national festival plays a profoundly important role in providing a focal point for schools in honing the distinctive creative and performing skills of pupils in cultural events. Schools often present concerts for the local community as a fundraising event to offset the travel costs of pupils and their families to Eisteddfodau. In this way, the school often acts as a cultural boost and a source of literary enrichment for the local community.

- 53 In the best cases, schools use the Cwricwlwm Cymreig as part of the wider consideration of important themes such as community understanding and citizenship, promoting racial harmony, developing awareness, an understanding of diversity and global citizenship, and sustainable development.
- 54 In just under a quarter of schools, planning for the Cwricwlwm Cymreig has weaknesses. These include a failure to audit provision or include reference to the Cwricwlwm Cymreig in schemes of work and lesson plans. The development of bilingualism also often has a relatively low priority in these schools. In a minority of cases, schools have undertaken an audit to identify where the Cwricwlwm Cymreig is taught, but this has not been used to plan for improvement.

7 The impact of leadership and management on Y Cwricwlwm Cymreig

- 55 The quality of leadership and management is good overall. In most cases, headteachers are committed to the Cwricwlwm Cymreig because they see it as a key aspect of the school curriculum. They also value the contribution of the Cwricwlwm Cymreig to pupils' personal, social and personal development through, for example, community-based learning and extra-curricular activities.
- 56 Most schools have a clear policy and good aims and objectives to secure the Cwricwlwm Cymreig for pupils. In the best cases, the policy is clearly thought out and emphasises identity within a context of diversity. For example, one school's policy states:
- ‘The Cwricwlwm Cymreig should not be insular, but should help pupils to look outwards, confident of their own identity, to see Wales as part of the wider modern international community’.
- 57 ACCAC/DELLS guidance has been used effectively to promote this philosophy and develop the Cwricwlwm Cymreig in most schools, by providing new ideas and case study examples on how to develop provision.
- 58 About half the schools have appointed a co-coordinator for the Cwricwlwm Cymreig, and, in other schools, this role is often included in the job description of the senior manager with responsibility for curriculum. Most schools have a governor who has responsibility for the Cwricwlwm Cymreig, but this is mainly as part of a wider brief covering the whole curriculum.
- 59 Where the head, or member of the senior management team, and a member of the governing body take a particular interest and responsibility for the Cwricwlwm Cymreig, this has a strongly beneficial effect on the school. This is often a feature of Welsh-medium schools. Leaders and managers successfully improve the Welsh ethos of a school through relatively small developments such as increasing the use of bilingual signs and stationery.
- 60 A minority of schools have teachers who are new to working in Wales. Few of these teachers have received in-service training or an induction pack on the Cwricwlwm Cymreig.
- 61 In a minority of cases, schools face profound and unique challenges such as the long-term illness of a headteacher, or a key senior member of staff who has been leading on the Cwricwlwm Cymreig. Initiatives to develop the Cwricwlwm Cymreig in these schools sometimes falter because of the absence of these teachers at critical planning periods within the school year. Pupils who are new to Wales and have little previous knowledge of the language and culture can provide a further challenge to teachers promoting the Cwricwlwm Cymreig.

8 The provision of resources for the Cwricwlwm Cymreig

- 62 The provision of resources for the Cwricwlwm Cymreig is satisfactory overall. It is a continuous challenge for most schools to provide up-to-date materials for the Cwricwlwm Cymreig. This is particularly because of the need to provide:
- resources for the teaching of Welsh as a subject and resources for other subjects that are taught through the medium of Welsh;
 - materials that address those aspects of the curriculum that are distinctive to Wales; and
 - materials that support the general ‘Welshness’ of pupils’ learning experiences.
- 63 In Wales, ACCAC/DELLS officials have responsibility in this area. They convene a number of subject panels consisting of specialist teachers to provide advice on identified resource needs. These are then prioritised and ACCAC/DELLS commissions work to provide resources to meet the perceived subject needs in Welsh and English.
- 64 ACCAC/DELLS extended the provision of Welsh language material over the past decade to several subject areas where previously there were few published materials available. This is a very successful strategy which has proved to be extremely important to Welsh-medium schools in supporting their delivery of the curriculum. However there are still shortages of suitable Welsh-medium textbooks in vocational courses and subjects such as psychology. Whilst the Cwricwlwm Cymreig is generally strong in Welsh-medium schools, the shortages of Welsh-medium resources in specific subject areas limits the capacity of such schools to develop the Cwricwlwm Cymreig further.
- 65 English-medium schools have benefited greatly from the ACCAC/DELLS commissioning strategy. As differences develop between the curriculum in Wales and the curriculum in England there has been a move towards producing original materials with a strong focus on the Cwricwlwm Cymreig. Materials in English, but reflecting a Welsh context have been produced, for example in geography, in response to new GCSE, AS and A level courses. The development of Learning Pathways 14-19 and new qualifications such as the Welsh Baccalaureate at levels 1, 2 and 3 will present further challenges to ACCAC/DELLS to provide suitable resources in future years. ELWa (also recently merged with DELLs) has funded a project to extend the range of materials to support a number of popular vocational areas such as tourism and leisure.
- 66 There is increasing use of IT equipment such as computers and interactive whiteboards in schools. This growth presents particular challenges for teachers delivering the Cwricwlwm Cymreig because less material is available in Welsh than in English; and fewer programmes reflect the distinctive curricular needs of Wales compared to England.

- 67 The development of the National Grid for Learning Cymru (NGfLCymru) provides a very good opportunity for schools to redress this imbalance. NGfL Cymru is funded by the Welsh Assembly Government and managed in partnership with the Welsh Joint Education Committee and all the Local Education Authorities in Wales. One of its key priorities is to develop resources that reflect the Cwricwlwm Cymreig and to provide materials for schools in Welsh and English. It encourages schools to produce materials for the website and to share good practice. There are useful examples of lesson plans for teachers in National Curriculum subjects. There are also helpful links to other educational websites, information about schools in Wales and guidance on the work of partner organisations.
- 68 It is too early to evaluate the impact of this promising and innovative project on addressing the resource needs of schools, although the increase in the number of people accessing the website over the last 18 months is a good indicator. There remain difficulties to be addressed, such as the slow speed of accessing some programmes, and the limited resources available in Welsh.
- 69 The rich programme of extra-curricular visits has previously been referred to in chapter 5 as a notable feature of schools involved in the Welsh Baccalaureate. However, the number of learners involved is usually relatively small. This type of work is often relatively expensive because of the additional travel and accommodation costs. Many schools involved in the pilot programme report that they may not be able to sustain this with larger numbers of learners.
- 70 Examination papers at GCSE, AS and A level are available in Welsh in most subjects. However they are not available in subjects such as dance because of reported difficulties in appointing examiners. Apart from applied GCSEs and A/AS levels, few other vocational qualifications are available in Welsh although there are currently several initiatives to expand on these.

Appendix

Case Studies of good practice in delivering the Cwricwlwm Cymreig

Case Study 1 The Cwricwlwm Cymreig in English

In one school, Y10 pupils work in English looking at a selection of poems by Anglo-Welsh writers. They work individually initially to interpret the poems before discussing their findings in groups. Individuals then prepare an oral presentation to the class about their findings. This sequence of activity develops pupils analytical and interpretive skills as they work individually to understand the set text. They test this understanding against the perceptions of others in the group in order to arrive at an agreed interpretation. The final plenary session where individuals present their findings to the whole class consolidates learning and ensures a deep understanding of the work.

Good features:

- a strong focus on Anglo-Welsh poets;
- good opportunities for pupils to understand poetry that is written in Wales; and
- pupils' oral presentations consolidate learning.

Case Study 2 The Cwricwlwm Cymreig in modern foreign languages

Key stage 4 pupils use popular Welsh issues as a context to develop high standards in oral and written work in modern foreign languages. They produce carefully considered presentations on the "Welsh way of life" to newly arrived modern foreign languages assistants. There is a great deal of thought, variety and diversity to the presentations which focus on the friendliness of the people, rugby, weather and famous film stars and rock musicians. This experience provides good opportunities for pupils to work in the target language whilst using aspects of life in Wales to motivate and extend vocabulary.

Good features:

- very good lesson planning with interesting tasks and activities;
- Welsh issues used to motivate pupils to develop high standards; and
- very good use of the target language by pupils.

Case Study 3 The Cwricwlwm Cymreig in history

Key stage 4 pupils in one school work in groups to study poetry and music from the 1960s in Wales. They develop a very good understanding of the cultural and social issues arising from the politics of the Tryweryn valley reservoir and the impact that this had on the political landscape in Wales. The lesson is extremely interesting because of the use of a wide range of resource materials. This includes a selection of poetry, contemporary Welsh folk music from the 1960s and well-crafted work sheets containing challenging and interesting tasks for pupils. The lesson is vibrant and pupils learn a great deal about poetry, music and the historical events of the period.

Good features:

- poetry and music used by pupils to understand the significance of Tryweryn;
- effective use of good resources; and
- very good opportunities for pupils to develop high order skills.

Case Study 4 The Cwricwlwm Cymreig in business studies

In another school, business studies pupils in key stage 4 are asked to identify well known Welsh personalities. Most can identify pop stars, sportsmen and politicians, but few can identify a world renowned Welsh entrepreneur. The lesson is successful because there is very good use of photographs to challenge stereotypical images of Wales, and ensures that the pupils have a developing awareness of the importance of business to the Welsh economy and challenges the popular view that many people in Wales are averse to taking risks in business. Pupils develop good ideas on how to improve the number of new businesses in Wales.

Good features:

- pupils' stereotypical attitudes on business are challenged;
- pupils have good ideas on developing businesses in Wales; and
- strong focus on real life business issues in Wales.

Case Study 5 The Cwricwlwm Cymreig in Science

Key stage 4 pupils in one Welsh-medium school have very good knowledge and understanding of the success of particular drugs in curing diseases, and of the dangers of drug abuse. These pupils are surprised initially to learn that the world's leading expert on the effects of drugs on the human body was Welsh. The lesson uses a wide range of stimulating multi-media resources to motivate and inform pupils. Pupil tasks include challenging and interesting experiments. They are fully engaged and develop a deep understanding about the powerful influence of particular drugs in addressing disease at a world wide level, and of the dangers and consequences of drug abuse, which is a social problem in some parts of Wales.

Good and outstanding features:

- outstanding lesson planning;
- effective use of multimedia presentation;
- stimulating experimental work;
- outstanding teaching; and
- pupils develop high order skills effectively.

Case Study 6 The Cwricwlwm Cymreig in food technology

In one school, a year 10 class in food technology takes part in a Welsh Assembly Government initiative, Welsh Youth Food Assembly. The class has visited the Assembly and gained a good understanding of aspects of the National Assembly's work, including the work of the Presiding Officer and the work of the Children's Minister. The work has given pupils a very sound awareness and understanding of current health issues and concerns in Wales and the need for individuals to develop a healthy lifestyle based on diet and exercise.

Good features:

- knowledge of healthy diet and lifestyles;
- understanding of key Welsh Assembly Government policy on health; and
- improved confidence through pupils meeting elected representatives.

Case Studies of the Cwricwlwm Cymreig in Welsh Baccalaureate Pilot Centres

The pilot post-16 Welsh Baccalaureate qualification is enabling sixth-form pupils and further education students to develop good knowledge and understanding of the important events that are fashioning modern Wales. These students often have good knowledge of issues of concern, such as rural housing, social inclusion and industrial and community regeneration. The students demonstrate a growing awareness of the political systems in Wales, the UK and Europe. As part of this qualification, pupils participate in community-based projects. They develop in confidence as they plan and implement activities as diverse as organising football teams in the community for disadvantaged youngsters and providing practical help for elderly people. Through these types of activities, students develop high levels of social concern and a growing sense of civic responsibility. The following case studies provide an illustration of the impact of this qualification on their lives and work.

Case Study 7 The Cwricwlwm Cymreig in work focused education

In one school there are good examples of work-focused education and enterprise education work. Students gain an improved understanding about the purpose of work-related experiences through the Welsh Baccalaureate programme. Ten students have been involved in work experience at Llangollen International Eisteddfod due to their foreign language skills. They are required to directly communicate with competitors in either English, Welsh, Spanish or French. This experience gives them very good opportunities to practise their language skills and also develop their interpersonal skills as they meet people from different European countries.

Good features:

- use of the target language through meeting visiting native speakers;
- standards of key skills including working with others; and
- development of problem- solving skills in a modern foreign language.

Case Study 8 The Cwricwlwm Cymreig in Wales, Europe and the World

In one school, students are encouraged to develop investigative skills from early on in the WEW component in preparation for the individual investigation. In a session on politics, students have designed questionnaires on well-chosen political issues (Iraq, civil partnerships, DNA records, euthanasia, nuclear energy, 24 hour drinking) and 'road tested' them in the local town. They then use their analysis of their findings to prepare questions for a meeting that they are going to have with a local Assembly Members the following week. They are very self critical of their own research and its limitations in relation to preparing for the investigation. This is a very well-taught session. Students are aware of a wide range of topical issues and there is a good emphasis on questioning unthinking assumptions. Their critical awareness is well developed.

Good features:

- high order skills of research, analysis and critical evaluation;
- students' depth of knowledge of Wales, Europe and the World; and
- students' confidence and high quality oral skills.

Case Study 9 The Cwricwlwm Cymreig in individual investigations

In one Welsh Baccalaureate pilot centre the work includes some well-researched investigations. These include a comparative study of the Welsh and the Basque languages and production of a DVD which provides a perceptive and informed view of the extent and impact of both Welsh and American influences and images in Cardiff city centre. There is also an interesting project on relative deprivation in Cardiff. The sample of investigations includes comparative studies: of the composers Bartok and Grace Williams; of health care in Wales and the USA; of schools in Wales and France; and of Welsh folk music and Chinese folk music. Two of the investigations are adaptations of coursework for A level subject study. The individual investigations seen are all very carefully organised and extremely well presented, with good use of ICT. The best work involves well-thought-out questions and themes and clear, knowledgeable analysis.

Good features:

- use of contrast and this compared approach to develop learning;
- students' capacity to relate issues in Wales to a wider international dimension; and
- the quality of presentation using computer technology.