

Qualifications Wales Consultation on GCSE Religious Studies Ymgynhoriad Cymwysterau Cymru ar TGAU Astudiaethau Crefyddol

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Context:

- Consultation by Welsh Government regarding future GCSE qualifications - GCSE Religious Studies.
- Design of the new GCSE:
 - Link to the Curriculum for Wales
 - Align with the What matter's statements
 - The Progressions Steps
 - The four purposes.
 - RVE Guidance Document
- Welsh Government Tasked Qualifications Wales with developing a design proposal

Cyd-Destun:

- Ymgynghoriad Llywodraeth Cymru ar Ddyfodol cymwysterau TGAU - TGAU Astudiaethau Crefyddol i'w gynig.
- Dyluniad y TGAU newydd:
 - Cysylltu i Gwricwlwm i Gymru
 - Alinio i'r datganiadau o'r hyn sy'n bwysig
 - Yr Egwyddorion Cynnydd
 - Y pedwar diben
 - Canllawiau ar CGM
- Llywodraeth Cymru wedi rhoi'r gwaith i Gymwysterau Cymru i ddatblygu cynnig dylunio.

Qualifications Wales:

- Co-Construction groups - teachers and specialist advisors
- Stakeholder groups - Collages and Universities, academic advisors, Welsh Government, WJEC, Unions, WASACRE, NAPfRE, Humanities AOLE, Learner Voice.
- Design proposal developed - consultation period open until the 14th of December.
- Webinar's have been delivered to assist with understanding the design proposal and context.

Cymwysterau Cymru:

- Grwpiau Cyd-adeiladu - athrawon a chynghorwyr arbenigol
- Grwpiau rhandaliad - colegau a phrifysgolion, cynghorwyr academaidd, Llywodraeth Cymru, CBAC, Undebau, CYSAGauC, PYCAG, Maes Dysgu a Phrofiad y Dyniaethau, llais dysgwyr.
- Cynnig Dylunio wedi ei ddatblygu - cyfnod ymgynghori ar agor tan Ragfyr 14.
- Gwebiar wedi ei chyflawni i gynorthwyo a'r ddealltwriaeth o'r cynnig Dylunio a'r Cyd-destun.

RS GCSE Design Proposal

Supporting the Curriculum for Wales

- The What Matter's Statements
- The Four Purposes
- The purpose and aims:
 - designed primarily for learners between the ages of 14 and 16.
 - reflect the intention of the Humanities Area of the Curriculum for Wales
 - engage with the most important issues facing humanity where GCSE Religious Studies will make a unique and distinct contribution.
 - transfer skills and knowledge into new, and unfamiliar contexts, demonstrating independence and confidence in making informed judgements and asking sophisticated enquiry questions.
 - Contribute to the four purposes

TGAU AG Cynnig Dylunio

Cefnogi'r Cwricwlwm i Gymru

- Datganiadau o'r hyn sy'n bwysig
- Y pedwar diben
- Y nodau ac amcanion:
 - dylunio'n bennaf ar gyfer dysgwyr rhwng 14 a 16 oed
 - adlewyrchu nod Maes Dyniaethau'r Cwricwlwm i Gymru
 - i ymgysylltu â'r materion pwysicaf sy'n wynebu dynoliaeth lle bydd TGAU Astudiaethau Crefyddol yn gwneud cyfraniad unigryw a gwahanol.
 - trosglwyddo eu sgiliau a'u gwybodaeth i gyd-destunau newydd ac anghyfarwydd, gan ddangos annibyniaeth a hyder wrth lunio barn wybodus ac wrth ofyn cwestiynau ymholi soffistigedig.
 - Cyfrannu at y pedwar diben

To what extent do you agree or disagree that the proposed design of GCSE Religious Studies supports the Curriculum for Wales?

- Curriculum for Wales is referenced throughout the document.
- Clear links to the 'what matter's statements' and the principles of progression.
- As a whole the curriculum for Wales can be seen through the high level content in the assessment criteria, in particular to NEA elements.
- Is the broad ethos of the Curriculum for Wales strong and clearer enough?
- Issues on no name change raised - Is this out of sink with the CfW?
- The faith and belief based section may appear narrow as only Humanism is mentioned within the non-religious beliefs, possibly further clarity is required to show the possibility of broad study within the themes.
- Concerns raised regarding the statutory requirements of RVE. What will the options be for a learner who does not opt for Religious Studies GCSE but still has to complete statutory RVE.
- What effect will the removal of a short course have on the numbers following a Religious Studies at GCSE and beyond?
- Cyfeirir at Gwricwlwm i Gymru drwy gydol y ddogfen.
- Cysylltiadau clir â'r 'datganiadau o'r hyn sy'n bwysig' ac egwyddorion dilyniant.
- Ar y cyfan, gellir gweld cwricwlwm Cymru drwy gynnwys lefel uchel y meini prawf asesu, yn enwedig elfennau'r Asesiad Di-arholiad.
- A yw ethos eang y Cwricwlwm i Gymru yn ddigon glir a chry?.
- Materion yn ymwneud â dim newid enw wedi'u codi - A yw hyn allan o sinc gyda CaW?
- Gall yr adran ffydd a chred ymddangos yn gul gan mai Dyneiddiaeth yn unig a grybwyllir o fewn y credoau anghrefyddol, efallai bod angen mwy o eglurder i ddangos y posibilrwydd o astudiaeth eang o fewn y themâu.
- Mynegwyd pryderon ynghylch gofynion statudol CGM. Beth fydd yr opsiynau ar gyfer dysgwr nad yw'n dewis TGAU Astudiaethau Crefyddol ond sy'n dal i orfod cwblhau CGM statudol.
- Pa effaith a gaiff dileu cwrs byr ar y niferoedd sy'n dilyn TGAU Astudiaethau Crefyddol a thu hwnt?

RS GCSE Design Proposal

Support learners to:

- Develop deeper, well-rounded knowledge and understanding of religious and nonreligious beliefs, values, teachings, practices, and philosophical convictions.
- Engage with diverse and contrasting lived religious and non-religious experiences by exploring the beliefs and practices of people in their community, Wales, and the wider world, within meaningful real-world contexts.
- Learn to make sense of their place in the world by questioning the purpose of life and their contribution to it.
- Explore ways in which religious and non-religious ethical and philosophical convictions have influenced human experience and society.
- Reflect and evaluate evidence from a diverse range of religious and non-religious sources to engage with philosophical, ethical, and moral issues.
- Appreciate the complex, pluralistic and diverse nature of society by understanding of tolerance, resilience, and empathy.
- Reflect on and think critically about their own values, beliefs, and perspectives and those of others.

TGAU AG Cynnig Dylunio

Cefnogi Dysgwyr i allu:

- Ddatblygu gwybodaeth a dealltwriaeth ddyfnach a chyflawn o gredoau, gwerthoedd, dysgeidiaethau, arferion ac argyhoeddiadau athronyddol ac anghrefyddol.
- Ymgysylltu â phrofiadau crefyddol ac anghrefyddol bob-dydd amrywiol a chyferbyniol trwy archwilio credoau ac arferion pobl yn eu cymuned, yng Nghymru, a'r byd ehangach, o fewn cyd-destunau ystyrlon yn y byd go iawn.
- Dysgu sut i wneud synnwyr o'u lle yn y byd trwy gwestiynu pwrpas bywyd a'u cyfraniad iddo.
- Archwilio ffyrdd y mae argyhoeddiadau moesegol ac athronyddol crefyddol ac anghrefyddol wedi dylanwadu ar brofiad a chymdeithas ddynol.
- Adlewyrchu a gwerthuso tystiolaeth o ystod amrywiol o ffynonellau crefyddol ac anghrefyddol i ymwneud â materion athronyddol, moesegol, a moesol.
- Gwerthfawrogi natur gymhleth, luosogol ac amrywiol cymdeithas drwy ddealltwriaeth o oddefgarwch, gwytnwch, ac empathi.
- Myfyrio ar eu gwerthoedd, eu credoau a'u safbwyntiau eu hunain a rhai pobl eraill a meddwl yn feirniadol amdany'n nhw.

To what extent do you agree or disagree with the proposed purposes and aims of GCSE Religious Studies?

- The aims and objectives reflect the rigour and standard required of a GCSE in Religious Studies.
 - It is reflective of the expectations of GCSE standard which enable progression to a level and further within the subject.
 - It is also reflective of the ethos of the curriculum for Wales.
 - Language is a little bit clumsy in places - could make the language more related to the guidance.
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- Mae'r nodau a'r amcanion yn adlewyrchu'r trylwyredd a'r safon sy'n ofynnol ar gyfer TGAU mewn Astudiaethau Crefyddol.
 - Mae'n adlewyrchu disgwyliadau safon TGAU sy'n galluogi dilyniant i lefel ac ymhellach o fewn y pwnc.
 - Mae hefyd yn adlewyrchu ethos cwricwlwm Cymru.
 - Mae iaith ychydig yn drwsogl mewn manau - gallai wneud yr iaith yn fwy cysylltiedig â'r canllawiau.

RS GCSE Design Proposal

Qualification Size and Grading:

- Delivered in 120-140 guided learning hours
- It would NOT include a short course
- Graded A*-G

TGAU AG Cynnig Dylunio

Maint a'r trefniadau graddio:

- Cael ei ddarparu o fewn 120-140 o oriau dan arweiniad
- NI fydd cwrs byr ar gael
- Graddio A*-G

RS GCSE Design Proposal

Qualification content:

- General requirement
 - Reflect the purpose and aims of the qualification
 - A broad range of context that is relevant to the learner
- Content
 - Religion and non-religious, philosophical, ethical, and moral contemporary world
 - Christian beliefs, values, teachings, practices, and philosophical convictions
 - Religious and non-religious beliefs, teachings, practices, and philosophical convictions.
 - How religion and belief, people, and places influence change and how this has impacted on local, national and global events.
 - Religious and non-religious world views on the purpose and role of humanity and environmental responsibility.
 - Diversity within and across religious and non-religious views.

TGAU AG Cynnig Dylunio

Cynnwys y cymhwyster:

- Gofynion Cyffredinol
 - Adlewyrchu pwrpas a nodau'r cymhwyster
 - Amrywiaeth eang o gyd-destunau sy'n berthnasol i'r dysgwyr
- Cynnwys
 - Bydolwg cyfoes crefyddol ac anghrefyddol, athronyddol a moesegol
 - Credoau, gwerthoedd, dysgeidiaethau, arferion ac argyhoeddiadau athronyddol Cristnogol
 - Credoau, dysgeidiaeth ac arferion crefyddol ac anghrefyddol ac argyhoeddiadau athronyddol
 - Sut mae crefydd a chredo, pobl, a lleoedd yn dylanwadu ar newid a sut mae hyn wedi effeithio ar ddigwyddiadau lleol, cenedlaethol a byd-eang.
 - Bydolwg crefyddol ac anghrefyddol ar bwrpas a rôl dynoliaeth a chyfrifoldeb amgylcheddol.
 - Amrywiaeth o fewn ac ar draws safbwyntiau crefyddol ac anghrefyddol.

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Flexibility to explore other religions and nonreligious belief systems, teachings, practices, values, and philosophical convictions. These can be chosen from the following list:

- Islam
- Buddhism
- Judaism
- Sikhism (Sikhi)
- Hinduism
- Humanism

TGAU AG Cynnig Dylunio

Hyblygrwydd o fewn TGAU Astudiaethau Crefyddol i archwilio crefyddau eraill a systemau cred anghrefyddol, dysgeidiaeth, arferion, gwerthoedd, ac argyhoeddiadau athronyddol. Mae modd dewis y rhain o'r rhestr ganlynol:

- Islam
- Bwdhaeth
- Iddewiaeth
- Sikhiaeth
- Hindwâeth
- Dyneiddiaeth

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Structure:

The content for GCSE Religious Studies specification must be structured around the following themes:

- Sustainability and responsibility for protecting the environment
- Human rights
- Life, Death and Belief in the Afterlife
- Influence of Religion and Belief in and on Society
- Engagement with diverse lived religious and non-religious experiences

TGAU AG Cynnig Dylunio

Strwythur:

Rhaid strwythuro'r cynnwys ar gyfer manyleb TGAU Astudiaethau Crefyddol o amgylch y themâu canlynol:

- Cynaliadwyedd a chyfrifoldeb dros amddiffyn yr amgylchedd
- Hawliau dynol
- Bywyd, Marwolaeth a Chred mewn bywyd ar ôl marwolaeth
- Dylanwad Crefydd a Chred mewn ac ar Gymdeithas
- Ymgysylltu â phrofiadau crefyddol ac anghrefyddol bob-dydd amrywiol

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Context

- encourages learners to develop into responsible and informed citizens in a fast-changing and diverse world.
- GCSE Religious Studies is not the only vehicle through which schools will implement the RVE guidance
- Offers rich opportunities for learners to explore the cross-cutting theme of human rights and diversity
- Offers space for learners to make sense of and interpret human experience, the natural world, and their own place within in it, from a pluralistic perspective, understanding different religions and non-religious philosophical convictions in their own locality and in Wales, developing their sense of cynefin, as well as in the wider world.
- opportunities for learners to:
 - Develop an awareness of self in relation to others
 - Make connections to the wider and natural world
 - Develop creativity and curiosity
 - Explore ultimate questions and contemplate meaning and purpose

TGAU AG Cynnig Dylunio

Cyd-Destun

- annog dysgwyr i ddatblygu'n ddinasyddion cyfrifol a gwybodus mewn byd amrywiol sy'n newid yn gyflym
- nad TGAU Astudiaethau Crefyddol yw'r unig gyfrwng y bydd ysgolion yn ei ddefnyddio i weithredu'r canllawiau Crefydd, Gwerthoedd a Moeseg.
- cynnig cyfleoedd cyfoethog i ddysgwyr archwilio themâu trawsbynciol hawliau dynol ac amrywiaeth
- darparu gofod i ddysgwyr wneud synnwyr o brofiadau dynol, y byd naturiol, a'u lle eu hunain ynddo, a'i ddehongli, o safbwynt lluosog, gan ddeall gwahanol grefyddau ac argyhoeddiadau athronyddol anghrefyddol yn eu hardal eu hunain ac yng Nghymru, gan ddatblygu eu hymdeimlad o gynefin, yn ogystal ag yn y byd ehangach.
- caniatáu cyfleoedd i ddysgwyr:
 - Ddatblygu hunanymwybyddiaeth mewn perthynas â phobl eraill
 - Creu cysylltiadau â'r byd ehangach a'r byd naturiol
 - Datblygu creadigrwydd a chwilfrydedd
 - Archwilio y cwestiynau eithaf ac ystyried ystyr a phwrpas

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Experiences

The qualification should also enable the following experiences and skill development, although these will not be directly assessed:

- Experience of faith and belief in action and charitable activity.
- Develop independent thinking and confidence in articulating their own beliefs, values, and convictions with increasing sophistication.
- Explore their own beliefs, values, and convictions, understanding that beliefs can change over time.
- Develop and demonstrate empathy, tolerance and compassion when interacting with and helping others.
- Foster a sense of curiosity and explore their creativity.
- Develop an awareness of self in relation to others.
- Develop cross-curricular skills and integral skills.

TGAU AG Cynnig Dylunio

Profiadau

Dylai'r fanyleb hefyd alluogi'r profiadau a'r datblygiad sgiliau canlynol, er na fydd y rhain yn cael eu hasesu'n uniongyrchol:

- Profiad o ffydd a chred ar waith a gweithgarwch elusennol.
- Datblygu meddwl a hyder annibynnol wrth gyfleu eu credoau, gwerthoedd, ac argyhoeddiadau eu hunain mewn ffordd fwyfwy soffistigedig.
- Archwilio eu credoau, eu gwerthoedd, a'u hargyhoeddiadau eu hunain, gan ddeall y gall credoau newid dros amser.
- Datblygu a dangos empathi, goddefgarwch a thosturi wrth ryngweithio ag eraill a helpu eraill.
- Meithrin ymdeimlad o chwilfrydedd ac archwilio eu creadigrwydd.
- Ddatblygu hunanymwybyddiaeth mewn perthynas â phobl eraill.
- Datblygu sgiliau trawsgwricwlaidd a sgiliau cyfannol.

To what extent do you agree or disagree with the proposed content (knowledge, understanding, skills and experiences) for GCSE Religious Studies?

- Correctly and appropriately reflective of what would be required for a GCSE which takes into account the Curriculum for Wales.
 - Although diversity is spoken of in one area as is BAME issues has this been developed enough in the proposal to ensure that these issues are reflected throughout the course and not an add-on at the end.
 - Possibly the addition of Diversity as a point within the themes would assist with ensuring that it will be a theme and element running throughout the course.
 - Is there a need to include diversity and BAME learning as part of the purpose and aims to ensure that this aspect is not lost within the construction of the qualification by the examination board.
 - A question was raised if there was a concern that there appeared to be a lack of rigour of religions in depth - particularly from a faith school perspective.
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- Adlewyrchu'n gywir ac yn briodol yr hyn y byddai ei angen ar gyfer TGAU sy'n ystyried Cwricwlwm i Gymru.
 - Er y sonnir am amrywiaeth mewn un maes yn ogystal â materion BAME, mae hyn wedi'i ddatblygu ddigon yn y cynnig i sicrhau bod y materion hyn yn cael eu hadlewyrchu drwy gydol y cwrs ac nid yn rhywbeth ychwanegol ar y diwedd.
 - Mae'n bosibl y byddai ychwanegu Amrywiaeth fel pwynt o fewn y themâu yn gymorth i sicrhau y bydd yn thema ac elfen yn rhedeg drwy gydol y cwrs.
 - A oes angen cynnwys amrywiaeth a dysgu BAME fel rhan o'r diben a'r nod yw sicrhau na chaiff yr agwedd hon ei cholli wrth i'r bwrdd arholi lunio'r cymhwyster.
 - Codwyd cwestiwn a oedd pryder ei bod yn ymddangos bod diffyg trylwyredd o ran dyfnder crefyddau - yn enwedig o safbwynt ysgol ffydd.

RS GCSE Design Proposal

Assessment:

- Assessment will not be tiered
- Learners will sit their exams at the end of the course
- Non-exam assessment tasks must take place within the final year of the course
- Assessments should reflect the holistic and interconnected nature of the content structure
- This qualification could include multi-modal and open-book assessments

Assessment Focus:

- Knowledge and understanding of religion and non-religious beliefs, teachings, practices, values, and philosophical convictions
- Knowledge and understanding of the significance and influence of religion and belief.
- Applying the skills of critical thinking, analysis, and evaluation to transfer knowledge and skills into new and unfamiliar contexts, make decisions and draw reasoned conclusions.

TGAU AG Cynnig Dylunio

Aseu:

- Ni fydd yr asesiad yn cael ei haenu
- Bydd dysgwyr yn sefyll eu harholiadau ar ddiwedd y cwrs
- Bydd dysgwyr yn sefyll eu harholiadau ar ddiwedd y cwrs
- Dylai asesiadau adlewyrchu natur gyfannol a rhyng-gysylltiedig strwythur y cynnwys.
- Gallai'r cymhwyster hwn gynnwys asesiadau aml-ddull ac asesiadau llyfr agored

Ffocws yr aseu:

- Gwybodaeth a dealltwriaeth o grefyddau a chredoau, dysgeidiaethau ac arferion anghrefyddol ac argyhoeddiadau athronyddol
- Gwybodaeth a dealltwriaeth o arwyddocâd a dylanwad crefydd a chred
- Cymhwyso sgiliau meddwl yn feirniadol, dadansoddi a gwerthuso er mwyn trosglwyddo gwybodaeth a sgiliau i gyd-destunau newydd ac anghyfarwydd, gwneud penderfyniadau a dod i gasgliadau rhesymegol.

RS GCSE Design Proposal

Assessment Arrangement:

- 30% Non-exam assessment
 - This assessment will require learners to complete a research enquiry project
 - will require learners to apply their enquiry skills, independently finding and selecting suitable information.
- 70% External exam:
 - These assessments will focus on the knowledge, understanding and skills outlined in the content section above
 - will include two papers (each of equal weighting):
 - Religion and belief paper
 - Thematic paper

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Trefniadau Assesu:

- 30% Aseiad di-arholiad
 - Bydd yr aseiad hwn yn gofyn i ddysgwyr gwblhau prosiect ymholiad ymchwil.
 - gofyn i ddysgwyr gymhwyso eu sgiliau ymholi, gan ganfod a dewis gwybodaeth addas yn annibynnol
- 70% Arholiad allanol:
 - Bydd yr aseuadau hyn yn canolbwyntio ar y wybodaeth, y ddealltwriaeth a'r sgiliau sy'n cael eu hamlinellu yn yr adran gynnwys uchod.
 - cynnwys dau bapur (pob un â phwysoliad cyfartal)
 - Papur crefydd a chred
 - Papur thematig

To what extent do you agree or disagree with the proposed assessment arrangements, including the role of digital technology, for GCSE Religious Studies?

- The concept of assessment with a combination of NEA and examination is appropriate and fair.
- NEA it was felt that this could be a good opportunity for engaging with lived religion.
- It was felt that all assessment at the end of the course would be overly onerous on both learner and teacher. Additional, it would not necessarily get the best out of learners.
- In previous examinations learners have been able to complete and early entry at the end of year 10 which historically has been successful and takes pressure off learners in year 11, it was felt that this early entry should remain.
- The summer term of year 10 might be a good time to begin the NEA following the completion of external examinations, learners' knowledge and understanding is fresh from preparing for the examination so they felt that this would be an excellent time for learners to achieve their best.
- Teachers and learners would benefit from broad options within the NEA with varying styles of assessment, allowing for differing abilities and strengths of learners.
- There was some concern regarding teacher workload with NEA particularly those centres that will continue to enter full cohort, it was felt that careful consideration would need to be given on assessment of the NEA and the expectation of marking.
- Is 30% NEA the correct proportion?

- Mae'r cysyniad o asesu gyda chyfuniad o NEA ac arholiad yn briodol ac yn deg.
- NEA teimlwyd y gallai hwn fod yn gyfle da i ymgysylltu â chrefydd byw.
- Teimlwyd y byddai'r holl asesu ar ddiwedd y cwrs yn rhy feichus ar y dysgwr a'r athro. Yn ychwanegol, ni fyddai o reidrwydd yn cael y gorau o ddysgwyr.
- Mewn arholiadau blaenorol mae dysgwyr wedi gallu cwblhau a chofrestru cynnar ar ddiwedd blwyddyn 10 sydd wedi bod yn llwyddiannus yn hanesyddol ac sy'n cymryd pwysau oddi ar ddysgwyr ym mlwyddyn 11, teimlwyd y dylai'r cofrestriad cynnar hwn barhau.
- Gallai tymor yr haf ym mlwyddyn 10 fod yn amser da i ddechrau'r asesiad di-arholiad ar ôl cwblhau arholiadau allanol, mae gwybodaeth a dealltwriaeth y dysgwyr yn ffres o baratoi ar gyfer yr arholiad felly roedden nhw'n teimlo y byddai hwn yn amser gwych i ddysgwyr gyflawni eu gorau. .
- Byddai athrawon a dysgwyr yn elwa ar opsiynau eang o fewn yr asesiad di-arholiad gyda dulliau asesu amrywiol, gan ganiatáu ar gyfer gwahanol alluoedd a chryfderau dysgwyr.
- Roedd peth pryder ynghylch llwyth gwaith athrawon gydag NEA yn enwedig y canolfannau hynny a fydd yn parhau i fynd i mewn i'r garfan lawn, teimlwyd y byddai angen rhoi ystyriaeth ofalus i asesu'r asesiad di-arholiad a'r disgwyliad o farcio.
- Ai 30% NEA yw'r gyfran gywir?

To what extent do you agree or disagree that the proposal for GCSE Religious Studies meets the reasonable needs of learners in Wales? Please consider factors such as accessibility, manageability, wellbeing and progression onto post-16 pathways.

- In general it was felt that the course continued to contain enough rigour to high achieving students to continue with the study of Religious Studies at A level and ultimately degree level.
- It was emphasised that the proposal might benefit from emphasising a range of assessment to ensure the higher achievers and future A level candidates are challenged through differing forms of assessment.
- Yn gyffredinol, teimlwyd bod y cwrs yn parhau i gynnwys digon o drylwyredd i fyfyrwyr oedd yn cyflawni'n uchel i barhau i astudio Astudiaethau Crefyddol ar lefel Safon Uwch ac yn y pen draw lefel gradd.
- Pwysleisiwyd y gallai'r cynnig fod o fudd o bwysleisio ystod o asesu i sicrhau bod y cyflawnwyr uwch ac ymgeiswyr Safon Uwch y dyfodol yn cael eu herio trwy wahanol fathau o asesu.

To what extent do you agree or disagree that the proposed GCSE in Religious Studies is manageable for teachers to deliver? Please consider factors such as the size of the qualification, resources and the proposed approach to assessment.

- It is manageable if schools ensure that it is delivered in the full GCSE directed hours.
- There is a concern that if schools continued to use the qualification as their response to the mandatory RVE then this would put undue pressure on teachers and learners as they would have to complete the full GCSE course in very little time allowance.
- Appropriate bilingual resources would be essential as would professional learning leading up to the beginning of teaching this GCSE.
- It is essential that everything bilingually the syllabus, resources and professional learning are all in place in enough time for teachers to plan in advance for this new GCSE
- It was felt strongly that Welsh Government and Qualifications Wales need to address the mandatory RVE within the wider qualifications range. As RVE is mandatory then as a basic right there should be some kind of qualification at appropriate levels that learners can attain. Without this support there was concern that schools would either not fulfil the mandatory RVE in year 10 -11 or would try and complete a full rigorous GCSE in mandatory time. The mandatory RVE qualification

- Mae'n hylaw os bydd ysgolion yn sicrhau ei fod yn cael ei gyflwyno o fewn yr oriau llawn TGAU dan gyfarwyddyd.
- Pe bai ysgolion yn parhau i ddefnyddio'r cymhwyster fel eu hymateb i'r CGM gorfodol, mae pryder y byddai hyn yn rhoi pwysau gormodol ar athrawon a dysgwyr gan y byddai'n rhaid iddynt gwblhau'r cwrs TGAU llawn mewn ychydig iawn o amser.
- Byddai adnoddau dwyieithog priodol yn hanfodol fel y byddai dysgu proffesiynol yn arwain at ddechrau addysgu'r TGAU hwn.
- Mae'n hanfodol bod popeth yn ddwyieithog y maes llafur, adnoddau a dysgu proffesiynol i gyd yn eu lle mewn digon o amser i athrawon gynllunio ymlaen llaw ar gyfer y TGAU newydd hwn.
- Teimlwyd yn gryf bod angen i Lywodraeth Cymru a Chymwysterau Cymru fynd i'r afael â'r CGM gorfodol o fewn yr ystod ehangach o gymwysterau. Gan fod CGM yn orfodol, yna fel hawl sylfaenol dylai fod rhyw fath o gymhwyster ar lefelau priodol y gall dysgwyr eu hennill. Heb y gefnogaeth hon roedd pryder na fyddai ysgolion naill ai'n cyflawni'r CGM gorfodol ym mlwyddyn 10 -11 neu'n ceisio cwblhau TGAU trwyadl llawn mewn amser gorfodol. Y cymhwyster CGM gorfodol

Overall, to what extent do you agree or disagree with our proposal for GCSE Religious Studies?

- As a whole the qualification is appropriate and suitable for GCSE learners.
- Certain aspects as spoken of above need further thought and discussion, consideration with possible amendments:
 - Ensuring the message on diversity and BAME is clear within the proposal
 - Amendments to the time scales with assessment
 - Ensuring resources and PL are in place bilingually prior to the start of the course.
 - **The need to address issues with assessment for the mandatory RVE.**

- Ar y cyfan mae'r cymhwyster yn briodol ac yn addas ar gyfer dysgwyr TGAU.
- Mae angen meddwl a thrafod rhai agweddau fel y soniwyd uchod ymhellach, eu hystyried gyda diwygiadau posibl:
 - Sicrhau bod y neges ar amrywiaeth a BAME yn glir yn y cynnig
 - Newidiadau i'r graddfeydd amser gydag asesiad
 - Sicrhau bod adnoddau a dysgu proffesiynol yn eu lle yn ddwyieithog cyn dechrau'r cwrs.
 - Yr angen i fynd i'r afael â materion yn ymwneud ag asesu ar gyfer yr CGM statudol.



**Unrhyw Gwestiynau?
Any Questions?**