GCSE MARKING SCHEME

SUMMER 2017

HISTORY - OUTLINE STUDY
THE DEVELOPMENT OF WALES, 1900-2000
4373/04
INTRODUCTION

This marking scheme was used by WJEC for the 2017 examination. It was finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conference, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about this marking scheme.

NOTE ON THE QUALITY OF WRITTEN COMMUNICATION

Examiners are required to credit the quality of written communication for each candidate's performance on particular questions. These are the questions in Section B. There are no additional marks for the Quality of Written Communication, but examiners are expected to consider the following descriptions of performance when awarding levels to the work of candidates:

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level 1</strong></td>
<td>the text is generally legible; aspects of spelling, punctuation and grammar are clear; some information is presented in a suitable manner</td>
</tr>
<tr>
<td><strong>Level 2</strong></td>
<td>most of the text is legible; spelling, punctuation and grammar are used to make the meaning clear; information is presented in a suitable format.</td>
</tr>
<tr>
<td><strong>Level 3</strong></td>
<td>the text is legible; spelling, punctuation and grammar are sufficiently accurate to make meaning clear; relevant information is presented in a suitable format; uses an appropriate structure and style of writing; uses some specialist vocabulary</td>
</tr>
<tr>
<td><strong>Level 4</strong></td>
<td>the text is legible; spelling, punctuation and grammar are consistently accurate to make meaning clear; information is always presented in a suitable format; uses an appropriate structure and style of writing; uses specialist vocabulary accurately</td>
</tr>
</tbody>
</table>
Question 1(a)

Question: Describe the devolution referendum of 1997. [5]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer with a weak or implied point made. [1]

Eg: Answers will say that the Welsh people voted in favour of devolution.

LEVEL 2 A more detailed and accurate description. [2-3]

Eg: Answers may refer to the narrowness of the victory – just 0.6% (or 6,721 votes, or similar). Answer may well indicate that the supporters of devolution tended to be from Welsh speaking counties and in the west with the ‘border’ counties voting against.

LEVEL 3 A fully detailed and accurate description. [4-5]

Eg: Answers will refer to the build up to the referendum. Here will be reference to Tony Blair’s newly elected government being committed to devolution. Unlike 1979 three of the four major Welsh political parties campaigned together in favour of the ‘Yes’ vote.
Question 1(b)

**Target:**
Recall and deployment of knowledge; explanation of key concept; use of source material

**Mark allocation:**
<table>
<thead>
<tr>
<th>AO1</th>
<th>AO2</th>
<th>AO3</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>2</td>
<td>3</td>
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<td>2</td>
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</table>

**Question:** Explain why Plaid Cymru became more popular by 1974. [7]

Use 0 for incorrect or irrelevant answers.

**LEVEL 1**
Generalised answer; paraphrases the sources; lacks focus on the set issue. [1-2]

*Eg: Source A shows that Plaid Cymru failed to win any seats in the 1964 General Election whereas Source B shows that 10 years later they had won 3 seats.*

**LEVEL 2**
Accurate answer which begins to address the question. [3-5]

Answers worth 3 marks will use the sources and their own knowledge to mostly describe the set issue.

*Eg: Source A shows that Plaid Cymru failed to win any seats in the 1964 General Election whereas Source B shows that 10 years later they had won 3 seats. This happened because Plaid Cymru had young and charismatic candidates (as shown in Source B) as well as respected politicians such as Gwynfor Evans.*

Answers worth 4 or 5 marks will use the sources and their own knowledge to begin to focus on the concept of change or development. (For 4 marks candidates will begin to focus on the concept of change; for 5 marks candidates will focus more clearly on the concept of change).

*Eg: Source A shows that Labour was easily the dominant political party in Wales in 1964 and that Plaid Cymru failed to win a single parliamentary seat whereas Source B shows that Plaid Cymru won three seats in Westminster. Answers will begin to explain why by reference to events in the 1960s, such as, Gwynfor Evans’s success in the Carmarthen by-election and Plaid being at the forefront of the campaign against the drowning of Capel Celyn.*

**LEVEL 3**
Answer addresses the question clearly. [6-7]

Answers worth 6 marks will use both the sources and own knowledge to begin to explain the concept of change or development.

Answers worth 7 marks will clearly use both the sources and own knowledge to explain more fully the concept of change or development.

*Eg: Answers will focus on the lack of support for Plaid Cymru as is clearly shown in Source A. By 1974 Plaid Cymru had made a parliamentary breakthrough by winning 3 seats in the October 1974 General Election as is shown in Source B. Answers at this level will point out that 3 out of 36 seats was still a very small return and that Labour was still the dominant party in Wales in 1974. Plaid may have gained a parliamentary breakthrough in 1974 but it was still to make an impact in industrial South Wales. The Conservatives and Liberal Democrats had more support.*
Question 1(c)

Target: Recall and deployment of knowledge; analysis and evaluation of key historical concepts

Mark allocation: AO1 AO2 AO3
8 2 6

Question: How important was the Second World War in the growth of the Labour Party in Wales? [8]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer, with weak or implied points made. [1-2]

Eg: There will be reference to the Labour Party being the most popular political party in Wales, even before the Second World War.

LEVEL 2 Mostly descriptive answer; limited attempt at analysis of key issue; weak explanation seen. [3-4]

Eg: Answers may tend to describe Labour's landslide victory in the 1945 General Election. In Wales Labour won 25 of the parliamentary seats and 60% of the votes.

LEVEL 3 More detailed and accurate analysis of key issue with a clear attempt at explanation, not fully sustained. [5-6]

Eg: Answers may tend to describe the 1945 Election victory but there will be a more direct attempt to analyse the importance of the Second World War with reference to the Beveridge Report of 1942. The proposed creation of the Welfare State promised such reforms as free health care and medicine, free education, etc. Labour was seen as the party most likely/able to deliver these radical social reforms.

LEVEL 4 Detailed and accurate analysis of key issue providing a fully substantiated explanation together with a judgement. [7-8]

Eg: Answers should focus on how the War contributed to the growth of the Labour Party in Wales. The 1945 Election was the first for ten years and therefore there were many first time voters. Labour promised jobs, fair wages, good housing, pensions for the old, free education and free medicine and health care. To many new Welsh voters, who remembered the hardships of the 1920s and 1930s this was a continuation of the 'Wartime spirit'.

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QUESTION 2

Question 2(a)

<table>
<thead>
<tr>
<th>Target:</th>
<th>Recall and deployment of knowledge: understanding of key historical features</th>
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<tbody>
<tr>
<td>Mark allocation:</td>
<td>AO1</td>
</tr>
<tr>
<td>5</td>
<td>3</td>
</tr>
</tbody>
</table>

Question: Describe the contribution of National Parks to the Welsh tourist industry in the second half of the twentieth century. [5]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer with a weak or implied point made. [1]

*Eg: Answers will say that a National Park, such as, Snowdonia attracts many holidaymakers to Wales.*

LEVEL 2 A more detailed and accurate description. [2-3]

*Eg: Answers may refer to the thousands of tourists that are attracted to Wales' National Parks to enjoy the beautiful scenery and participate in a range of outdoor pursuits, such as, walking, climbing, cycling, canoeing, white water rafting, coasteering, abseiling, caving, etc.*

LEVEL 3 A fully detailed and accurate description. [4-5]

*Eg: Answers will refer specifically to the contribution of National Parks to tourism, one of Wales' most important industries in the second half of the twentieth century. It has been estimated that the National Parks provided 12,000 jobs and contributed £177 million to the Welsh economy in 2006. These jobs vary from catering jobs to highly specialised activities instructors.*
Question 2(b)

**Target:**
- Recall and deployment of knowledge; explanation of key concept; use of source material

**Mark allocation:**
- AO1: 7
- AO2: 2
- AO3: 3

**Question:**
Explain why changes in industry were popular with workers in Wales after 1947. [7]

Use 0 for incorrect or irrelevant answers.

**LEVEL 1**
Generalised answer; paraphrases the sources; lacks focus on the set issue. [1-2]

*Eg: Source A shows that the South Wales coal industry was in decline before the Second World War whereas Source B shows workers enthusiastically welcoming the government taking over the coal industry.*

**LEVEL 2**
Accurate answer which begins to address the question. [3-5]

Answers worth 3 marks will use the sources and their own knowledge to mostly describe the set issue.

*Eg: Source A shows that there was a sharp decline in the South Wales coal industry whereas Source B shows that the nationalisation of the industry was enthusiastically welcomed in South Wales. This happened because the NCB/Government took over ownership of the mines.*

Answers worth 4 or 5 marks will use the sources and their own knowledge to begin to focus on the concept of change or development. (For 4 marks candidates will begin to focus on the concept of change; for 5 marks candidates will focus more clearly on the concept of change).

*Eg: Source A shows that the South Wales coal industry was in decline before the Second World War whereas Source B shows workers enthusiastically welcoming nationalisation. Answers will begin to explain why coalminers were pleased to see the industry nationalised. The NCB taking over the mines from private ownership provided optimism and hope. The industry had been in decline due to cheaper coal imports and the emergence of oil as a cleaner fuel. The NCB promised much needed investment in order to modernise and make the industry competitive.*

**LEVEL 3**
Answer addresses the question clearly. [6-7]

Answers worth 6 marks will use both the sources and own knowledge to begin to explain the concept of change or development.

Answers worth 7 marks will clearly use both the sources and own knowledge to explain more fully the concept of change or development.

*Eg: Answers will focus on the declining coal industry as is shown by Source A where miners were forced to take a pay cut and work longer hours. This together with poor safety records under private ownership resulted in a poor relationship between owner and worker. As Source B shows nationalisation of the industry promised a better future and was enthusiastically received. Public ownership saw much needed investment (£32 million between 1947-52) and pits were modernised and reconstructed. New, better equipped pits, such as, Nantgarw, Cynheidre and Abernant were opened. Miners were given new contracts of employment and a 5 day working week.*
Question 2(c)

<table>
<thead>
<tr>
<th>Target:</th>
<th>Recall and deployment of knowledge; analysis and evaluation of key historical concepts</th>
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<tbody>
<tr>
<td>Mark allocation:</td>
<td>AO1</td>
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Question: How important has light industry been for employment in Wales in the second half of the twentieth century? [8]

Use 0 for incorrect or irrelevant answers.

**LEVEL 1** Generalised answer, with weak or implied points made. [1-2]

Eg: There will be reference to light industry providing jobs in Wales in the second half of the twentieth century at a time when traditional heavy industry was in sharp decline.

**LEVEL 2** Mostly descriptive answer; limited attempt at analysis of key issue; weak explanation seen. [3-4]

Eg: Answers may be confined to describing the development of light industry in the period, such as:
- Hoover (washing machines and vacuum cleaners) at Merthyr in 1948
- Japanese firms such as Sony (Bridgend), Hitachi (Hirwaun) making electronic products
- Ford making engine parts at Bridgend (1980) employing two thousand workers
- Marchwiel Industrial Estate with 300 businesses and employing approximately 7,000 workers.

Expect answers to note that women made up a large proportion of the workforce.

**LEVEL 3** More detailed and accurate analysis of key issue with a clear attempt at explanation, not fully sustained. [5-6]

Eg: Answers may well tend to describe as in Level 2 but there will be a more direct attempt to address how light industry was encouraged into Wales and its importance for employment. From the 1970s government policies directly aimed to attract new employment. The WDA and DBRW (Development Board for Rural Wales) encouraged businesses to set up in Wales by providing ready built units/factories, grants and cheap rent. The Welsh Government now is directly responsible for this work.

**LEVEL 4** Detailed and accurate analysis of key issue providing a fully substantiated explanation together with a judgement. [7-8]

Eg: Answers should clearly focus on the importance of light industry for employment in Wales. Focus should be on:
- The diversifying of manufacture to avoid over reliance on traditional heavy industry which was in decline after the Second World War and has all but disappeared by now.
- Light industry has meant greater job opportunities for women. From the 1970s women’s participation in Wales’ work force has increased rapidly. Women are considered more adaptable for assembly line processes and part time and evening shift work.
## QUESTION 3

**Question 3(a)**

<table>
<thead>
<tr>
<th>Target:</th>
<th>Recall and deployment of knowledge: understanding of key historical features</th>
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</table>

Question: Describe the work of the Welsh Language Board in the second half of the twentieth century. [5]

Use 0 for incorrect or irrelevant answers.

**LEVEL 1** Generalised answer with a weak or implied point made. [1]

_Eg: Answers will say that it was established as part of the Welsh Language Act of 1993._

**LEVEL 2** A more detailed and accurate description. [2-3]

_Eg: The WLB was set up to secure equality for the Welsh language with English in the public sector. County Councils, Education, Health Boards had to give equal status to both languages. It also encouraged and supported the private sector to design language policies._

**LEVEL 3** A fully detailed and accurate description. [4-5]

_Eg: Answers will refer to the WLB’s role in overseeing that public bodies met the requirement of the 1993 Act. A key feature of its work is promoting the use of Welsh in the workplace. The ‘Iaith Gwaith’ (Working Welsh) is a campaign to promote bilingual service – built around the orange speech bubble worn by Welsh speaking staff to inform customers and thus encourage the use of Welsh._
Question 3(b)

<table>
<thead>
<tr>
<th>Target:</th>
<th>Recall and deployment of knowledge; explanation of key concept; use of source material</th>
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<tbody>
<tr>
<td>Mark allocation:</td>
<td>AO1</td>
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</table>

Question: Explain why traditional Welsh culture and language was under threat in the early 1960s. [7]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer; paraphrases the sources; lacks focus on the set issue. [1-2]

Eg: Source A shows a young choir competing in the Urdd National Eisteddfod whereas Source B shows 'The Beatles' appearing on a pop music programme on television.

LEVEL 2 Accurate answer which begins to address the question. [3-5]

Answers worth 3 marks will use the sources and their own knowledge to mostly describe the set issue.

Eg: Source A shows a young choir competing in the Urdd National Eisteddfod whereas Source B shows 'The Beatles' appearing on a pop music programme on television. This new 'pop' scene was hugely popular with young people.

Answers worth 4 or 5 marks will use the sources and their own knowledge to begin to focus on the concept of change or development. (For 4 marks candidates will begin to focus on the concept of change; for 5 marks candidates will focus more clearly on the concept of change).

Eg: Source A shows the traditional activities of young Welsh speaking people – a choir accompanied by the harp competing at the Urdd National Eisteddfod. Source B shows the attraction of the new pop scene sweeping over Britain. Answers will begin to explain why this period was a potential threat to Welsh culture and language. The Beatles and other bands were massively popular with young people and in the early 1960s there were music programmes on television, such as 'Top of the Pops' and 'Ready Steady Go' aimed specifically at young people. As well as the dawning of the age of television there were radio stations devoted to playing pop music and transistor radios were cheap and easily available.

LEVEL 3 Answer addresses the question clearly. [6-7]

Answers worth 6 marks will use both the sources and own knowledge to begin to explain the concept of change or development.

Answers worth 7 marks will clearly use both the sources and own knowledge to explain more fully the concept of change or development.

Eg: Answers will focus on the traditional Welsh culture as is shown by Source A. The threat to this way of life is clearly shown in Source B. It belonged to youth. Pop music was more than a new sound; it involved buying the latest hit records, buying music magazines, it strongly influenced their fashion ('Beatle haircut' and 'mini skirts'). Though the early 60s posed a serious threat to Welsh culture it was to survive side by side and adapt in some instances.
Question 3(c)

<table>
<thead>
<tr>
<th>Target:</th>
<th>Recall and deployment of knowledge; analysis and evaluation of key historical concepts</th>
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<tbody>
<tr>
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<td>8</td>
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</table>

Question: How much of an effect did the Second World War have on Welsh culture? [8]

Use 0 for incorrect or irrelevant answers.

**LEVEL 1** Generalised answer, with weak or implied points made. [1-2]

_Eg: There will be some reference to a Second World War development; most likely the evacuation of schoolchildren to Welsh communities._

**LEVEL 2** Mostly descriptive answer; limited attempt at analysis of key issue; weak explanation seen. [3-4]

_Eg: Answers may be confined to describing the impact of evacuees on Welsh culture. Between 1939-1941 it is estimated that c. 200,000 moved from England to Wales. The government took the decision to move as many women and especially children out of the cities to ‘safe areas’ in the care of Welsh families. Evacuees did have a huge impact on rural Welsh communities and the Welsh language in particular._

**LEVEL 3** More detailed and accurate analysis of key issue with a clear attempt at explanation, not fully sustained. [5-6]

_Eg: Answers may tend to describe but there will be a more direct attempt to discuss other effects of the war on Welsh culture. The ‘All British wartime Spirit’ projected ‘Britishness’ at the expense of ‘Welshness’. The government had tight control over radio broadcasting—all in English and from London. The government controlled cinema newsreels. English medium newspapers became widely read at the expense of Welsh papers as they contained more information on the progress of the war._

**LEVEL 4** Detailed and accurate analysis of key issue providing a fully substantiated explanation together with a judgement. [7-8]

_Eg: Answers should focus on a range of effects of the war on Welsh culture as identified in Level 3. At this level there will be a more detailed discussion. The cinema became a regular source of escapism for many with Hollywood produced big budget films, such as, ‘Gone with the Wind’ and anti-Nazi films such as ‘The Great Dictator’ very popular. The government heavily censored newspapers, cinema newsreels and radio broadcasts. The War years were a definite shift towards ‘Britishness’. During the war many American GIs were stationed in Wales and were popular with children and young women as they had gum, stockings and money! In conclusion the Second World War did affect Welsh culture but it should not be overemphasised. For example by the end of the war many evacuees were more fluent in Welsh than English._
QUESTION 4

Question 4

<table>
<thead>
<tr>
<th>Target:</th>
<th>Recall and deployment of knowledge; analysis of key concepts; quality of written communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mark allocation:</td>
<td>AO1</td>
</tr>
<tr>
<td>15</td>
<td>4</td>
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</table>

Question: To what extent was the move towards devolution the most important development in Welsh politics in the twentieth century? [12+3]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer; basic response which offers little support. [1-3]

Eg: Answers may refer to Wales having its own National Assembly in 1999 as a result of the successful referendum in 1997. Some vague associated points may be mentioned.

LEVEL 2 Answers will demonstrate understanding of the period largely through description with some relevant historical knowledge deployed. [4-6]

Award 4 marks for some related facts; or superficial coverage; or weak references to issue of change.
Award 5-6 marks for answers based on issues in the scaffold only; partial coverage; a patchy overall outline with some reference to change. Award the higher mark for the degree of understanding of change and continuity over the period.

Eg: Answers may focus on parts of the period such as the last two decades of the century when devolution was on the political agenda or provide a poor outline of political development across the period.

LEVEL 3 Answers will demonstrate understanding of the period through description and explanation with relevant historical knowledge deployed. [7-9]

Award 7 marks for answer with more developed chronological grasp but with imbalanced coverage; some reference to change and continuity
Award 8 marks for very good chronological coverage of most of the period with good supporting detail and an attempt to address the issue of change and continuity.
Award 9 marks for a clear attempt to discuss the issue in a chronological context and to assess more fully the extent of change and continuity over the whole period. Candidates may begin to appreciate the importance of the various developments.

Eg: Answers may focus on the issue of devolution throughout the century and consider the importance of the successful ‘Yes’ campaign in 1997. Answers will begin to consider the other important political developments – popularity of the Liberals, dominance of Labour and the growth in nationalism/Plaid Cymru but with limited reference to fluctuation in support over the period.
LEVEL 4

Answers will demonstrate understanding of the period through developed and well-substantiated explanations of the extent and process of change with relevant and accurate historical knowledge deployed. [10-12]

Award 10 marks for an effective overview of the main developments over the period with an obvious attempt to discuss issue of change and continuity; the answer must build on very good chronological coverage.

Award 11-12 marks for a fully effective chronological overview of the main developments over the whole period with a sustained attempt to discuss extent of change and continuity; there will be recognition of the varying impact of change. Award the higher mark for the degree of understanding of change and continuity over the period.

Eg: Answers will provide a sound chronological account of the move towards devolution as in Level 3, but with greater detail and depth. There will be a clear attempt to deal with variations in political developments during the century. There will be reference to the period of Liberal supremacy before the First World War, the long dominance of Labour and the growth in support for Plaid Cymru in Welsh-speaking areas. Candidates will note that the move towards devolution belongs to the latter decades of the twentieth century but that its introduction is a massive development in Welsh politics.

Examiners are expected to award marks for spelling, punctuation and the accurate use of grammar in this question.

<table>
<thead>
<tr>
<th>Level</th>
<th>Performance descriptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Candidates do not reach the threshold performance outlined in the performance description below.</td>
</tr>
<tr>
<td>Threshold performance</td>
<td>Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.</td>
</tr>
<tr>
<td>1 mark</td>
<td></td>
</tr>
<tr>
<td>Intermediate performance</td>
<td>Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.</td>
</tr>
<tr>
<td>2 marks</td>
<td></td>
</tr>
<tr>
<td>High performance</td>
<td>Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.</td>
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<tr>
<td>3 marks</td>
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QUESTION 5

Question 5

<table>
<thead>
<tr>
<th>Target:</th>
<th>Recall and deployment of knowledge; analysis of key concepts; quality of written communication</th>
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<tbody>
<tr>
<td>Mark allocation:</td>
<td>AO1</td>
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<tr>
<td>15</td>
<td>4</td>
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</table>

Question: To what extent were changes to the rural economy the most important development in the Welsh economy in the twentieth century? [12+3]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer; basic response which offers little support. [1-3]

_Eg: Answers may refer to the changes in the rural economy such as increased mechanisation with some vague associated points mentioned._

LEVEL 2 Answers will demonstrate understanding of the period largely through description with some relevant historical knowledge deployed. [4-6]

_Award 4 marks for some related facts; or superficial coverage; or weak references to issue of change._

_Award 5-6 marks for answers based on issues in the scaffold only; partial coverage; a patchy overall outline with some reference to change. Award the higher mark for the degree of understanding of change and continuity over the period._

_Eg: Answers may focus on parts of the period such as the post Second World War period or provide a poor outline of economic developments/change across the period. Expect answers to discuss that the post war years guaranteed market and stable prices for farm produce. This encouraged mechanisation. However mechanisation resulted in the reduction of small farms and job losses for farm labourers and consequently depopulation in rural areas._

LEVEL 3 Answers will demonstrate understanding of the period through description and explanation with relevant historical knowledge deployed. [7-9]

_Award 7 marks for answers with more developed chronological grasp but with imbalanced coverage; some reference to change and continuity._

_Award 8 marks for very good chronological coverage of most of the period with good supporting detail and an attempt to address the issue of change and continuity._

_Award 9 marks for a clear attempt to discuss the issue in a chronological context and to assess more fully the extent of change and continuity over the whole period. Candidates may begin to appreciate the significance of the various developments._

_Eg: Answers may focus on changes to the rural economy. As well as changes in farming methods expect reference to diversification such as tourism. Answers will begin to consider the importance of other economic developments such as the rise and decline of Welsh heavy industry, the development of tourism and the service industry and the increased job opportunities for women._
LEVEL 4

Answers will demonstrate understanding of the period through
developed and well-substantiated explanations of the extent and
process of change with relevant and accurate historical knowledge
deployed. [10-12]

Award 10 marks for an effective overview of the main developments over the
period with an obvious attempt to discuss issue of change and continuity; the
answer must build on very good chronological coverage.
Award 11-12 marks for a fully effective chronological overview of the main
developments over the whole period with a sustained attempt to discuss
extent of change and continuity; there will be recognition of the varying impact
of change. Award the higher mark for the degree of understanding of change
and continuity over the period.

Eg: Answers will provide a sound chronological account of economic
developments in Wales as in Level 3, but with greater detail and depth.
There will be a clear attempt to address the importance of the changes to
the rural economy against the other economic developments. Candidates may
refer to developments affecting industrial areas as affecting far more people
and communities and therefore more important.

Examiners are expected to award marks for spelling, punctuation and the accurate
use of grammar in this question.

<table>
<thead>
<tr>
<th>Level</th>
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<tbody>
<tr>
<td>0</td>
<td>Candidates do not reach the threshold performance outlined in the performance description below.</td>
</tr>
<tr>
<td>Threshold</td>
<td>Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.</td>
</tr>
<tr>
<td>performance</td>
<td>1 mark</td>
</tr>
<tr>
<td>Intermediate</td>
<td>Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.</td>
</tr>
<tr>
<td>performance</td>
<td>2 marks</td>
</tr>
<tr>
<td>High</td>
<td>Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.</td>
</tr>
<tr>
<td>performance</td>
<td>3 marks</td>
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</tbody>
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QUESTION 6

Question 6

Target: Recall and deployment of knowledge; analysis of key concepts; quality of written communication

Mark allocation: AO1 AO2 AO3 SPG

| 15 | 4 | 8 | 3 |

Question: Was the contribution of Urdd Gobaith Cymru the most significant factor in Wales retaining its language and culture in the twentieth century? [12+3]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer; basic response which offers little support. [1-3]

Eg: Answers may refer to the Urdd’s popularity with the young people of Wales. Some vague associated points may be mentioned.

LEVEL 2 Answers will demonstrate understanding of the period largely through description with some relevant historical knowledge deployed. [4-6]

Award 4 marks for some related facts; or superficial coverage; or weak references to issue of change.

Award 5-6 marks for answers based on issues in the scaffold only; partial coverage; a patchy overall outline with some reference to change. Award the higher mark for the degree of understanding of change and continuity over the period.

Eg: Answers may focus on the role of the Urdd movement since its inception in 1922. Expect a description of the Urdd’s membership (50,000 members, 10,000 volunteer workers and 1,500 branches at the end of the century) and its programme of activities – ranging from the arts, sport to residential visits. Alternatively answers may provide a poor outline of the other factors such as Welsh and bilingual education, the influence of S4C and Radio Cymru and the campaigning of Cymdeithas yr Iaith across the period.

LEVEL 3 Answers will demonstrate understanding of the period through description and explanation with relevant historical knowledge deployed. [7-9]

Award 7 marks for answers with more developed chronological grasp but with imbalanced coverage; some reference to change and continuity

Award 8 marks for very good chronological coverage of most of the period with good supporting detail and an attempt to address the issue of change and continuity.

Award 9 marks for a clear attempt to discuss the named issue in a chronological context and to assess more fully the extent of change and continuity over the whole period. Candidates may begin to appreciate the significance of the various factors.

Eg: Answers may focus in more detail on the contribution of the Urdd movement. Expect reference to the movement’s varied local, regional and national programme of activities – its celebration of ‘Welsh’ culture in an attractive way for young people. The Urdd National Eisteddfod is the largest youth arts festival in Europe. The Urdd encourages the participation of young Welsh language learners. Answers will begin to consider the contribution of the other factors named in Level 2.
LEVEL 4

Answers will demonstrate understanding of the period through developed and well-substantiated explanations of the extent and process of change with relevant and accurate historical knowledge deployed.

[10-12]

Award 10 marks for an effective overview of the main developments over the period with an obvious attempt to discuss issue of change and continuity; the answer must build on very good chronological coverage.

Award 11-12 marks for a fully effective chronological overview of the main developments over the whole period with a sustained attempt to discuss extent of change and continuity; there will be recognition of the varying impact of change. Award the higher mark for the degree of understanding of change and continuity over the period.

Eg: Answers will provide a sound chronological account of the factors involved in the struggle to retain the Welsh language and culture. There will be a clear attempt to deal with the significance of the various factors as in Level 3 but with greater detail and depth. Expect the better answers to assess the Urdd’s contribution – its importance as a movement for all the youth in Wales. It has provided an opportunity for so many young people to experience performing and brings the language and culture to a wider audience.

Examiners are expected to award marks for spelling, punctuation and the accurate use of grammar in this question.

<table>
<thead>
<tr>
<th>Level</th>
<th>Performance descriptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Candidates do not reach the threshold performance outlined in the performance description below.</td>
</tr>
<tr>
<td><strong>Threshold performance</strong></td>
<td></td>
</tr>
<tr>
<td>1 mark</td>
<td>Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.</td>
</tr>
<tr>
<td><strong>Intermediate performance</strong></td>
<td></td>
</tr>
<tr>
<td>2 marks</td>
<td>Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.</td>
</tr>
<tr>
<td><strong>High performance</strong></td>
<td></td>
</tr>
<tr>
<td>3 marks</td>
<td>Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.</td>
</tr>
</tbody>
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