GCSE MARKING SCHEME

SUMMER 2018

GCSE (LEGACY)
HISTORY UNIT 3 - OUTLINE STUDY
THE DEVELOPMENT OF WALES, 1900-2000

4373/04
INTRODUCTION

This marking scheme was used by WJEC for the 2018 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 1</th>
<th>the text is generally legible; aspects of spelling, punctuation and grammar are clear; some information is presented in a suitable manner</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 2</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>Level 3</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>Level 4</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 Saunders Lewis’s contribution to Plaid Cymru. [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 Lewis was a founder member of Plaid Cymru in 1925.

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

Eg: Answers refer to his role (along with Valentine and D J Williams) in the deliberate burning of the bombing school at Penyberth on Llŷn in 1936. They immediately gave themselves up and accepted responsibility. This action showed that Plaid Cymru’s leading members were willing to break the law to achieve political aims. The event served to raise Plaid Cymru’s profile, especially amongst the Welsh-speaking communities; on his release from prison a crowd of 12,000 turned up at Caernarfon Pavilion to greet him and the others.

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

Eg: Answers will refer to Lewis’s leadership. He was Plaid’s president from 1926-39. His actions in 1936 marked the beginning of the party’s campaign of civil disobedience. His BBC radio broadcast lecture, Tynged yr Iaith, in 1962, inspired young Plaid Cymru members to form Cymdeithas yr Iaith Gymraeg and to continue his and Plaid’s campaign of civil disobedience.
Question 1(b)

<p>| Target: Recall and deployment of knowledge; explanation of key concept; use of source material |
|-------------|-------------|-------------|-------------|</p>
<table>
<thead>
<tr>
<th>Mark allocation:</th>
<th>AO1</th>
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<td>7</td>
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<td>3</td>
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Question: Explain why Wales’s attitude to devolution had changed by the end of the twentieth century. [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 people of Wales rejected devolution whereas Source B shows that the Welsh Assembly had been established by 1999.

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 the people of Wales rejected devolution whereas Source B shows that the Welsh Assembly had been established by 1999. This happened because in the 1997 referendum on devolution. The people of Wales, this time, voted in favour of having its own National Assembly.

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 that the people of Wales overwhelmingly rejected devolution whereas Source B shows that by 1999 Wales had its own National Assembly. Answers will begin to explain why by reference to some of the reasons for the change in attitude, such as, disillusionment of the Welsh people after 18 years of Conservative rule, unpopularity of Mrs Thatcher’s policies in Wales, disgust with her choices of Welsh Secretary of State as well as the support of the other three leading political parties in the ‘Yes’ campaign.

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 provide a fuller explanation of the reasons for the Welsh people’s change of attitude towards devolution in the second referendum. Answers at this level will refer to Labour’s landslide victory in the 1997 General Election and Tony Blair’s commitment to devolution. Expect some answers to refer to 74% of the Scottish electorate voted to establish a Scottish Parliament a week before the Welsh referendum.
Question 1(c)

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

Mark allocation:

<table>
<thead>
<tr>
<th>AO1</th>
<th>AO2</th>
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<td>8</td>
<td>2</td>
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Question: How successful were moves to create a Welsh national identity in the first 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 Wales beginning to use ‘Y Ddraig Goch’ as its national flag and ‘Hen Wlad Fy Nhadau’ as its national anthem.

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

Eg: Answers may be confined to listing and describing the symbols of national identity, such as, ‘Y Ddraig Goch’ (red dragon of Cadwaladr, King of Gwynedd on the Tudor colours of red and white background). Expect reference to the adoption of ‘Hen Wlad Fy Nhadau’ as the Welsh anthem; for example, the Welsh rugby team and the crowd sang the ‘anthem’ before the 1905 international against the All Blacks. This was in response to the All Blacks custom of performing the haka. This was probably the first time a national anthem was sung at a sporting event. Answers may name other symbols such as, the daffodil, leek and the Prince of Wales feathers.

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 answers will develop to consider some of the newly created national institutions of the first half of the twentieth century, such as:

- The creation and expansion of the University of Wales, whereby students at Welsh universities, such as Aberystwyth, Bangor, Cardiff and then Swansea and the Welsh National School of Medicine were awarded degrees from the University of Wales.
- The opening of the National Library of Wales in Aberystwyth and the collection of many thousands of historically important books and artefacts.
- The creation of the Welsh National Museum and its contribution in depicting the unique Welsh way of life over many centuries.
- The establishment of the Welsh Board of Education.

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

Eg: Answers will clearly show how Wales officially did not exist at the start of the twentieth century; she had very few symbols normally associated with nationhood and no national institutions. Answers should focus on the successful conscious attempts to create a national identity to distinguish Wales from other parts of UK. The answer will provide a fuller discussion of the national institutions named in Level 3. Answers may refer to the adoption of Cardiff as the capital of Wales in 1955. Accept reference to the creation of Plaid Cymru as another mark of Wales’s distinctiveness.
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>
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<tr>
<td>5</td>
<td>3</td>
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**Question:** Outline how the decline of heavy industry affected people’s lives in the 1930s. [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 unemployment rose sharply.*

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

*Eg: Answers refer to unemployment rising as a result of the collapse of the American economy in 1929. By 1932 the Great Depression hit Wales hard – unemployment was up to 37.5%. But in many industrial towns, because of over reliance on one or other heavy industry, the effect was much greater, for example unemployment in Brynmawr was 74% and 66% in Dowlais in 1932.*

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

*Eg: Answers will develop to consider the devastating effect of the decline of heavy industry on families and communities. Expect reference to the ‘Means Test’ and the reduction in unemployment payment and families having to sell their possessions before becoming eligible. Answers will refer to:*

- Food shortage – women buying the cheapest and most filling foods and often going without themselves and the prevalence of soup kitchens.
- Old clothes being altered and children dressed in hand-me-downs.
- The long term unemployed had no hope of finding a job and thousands of families left in search of jobs.*
Question 2(b)

<table>
<thead>
<tr>
<th>Question:</th>
<th>Explain why there were increased job opportunities for women by the 1970s.</th>
</tr>
</thead>
</table>

Use 0 for incorrect or irrelevant answers.

**LEVEL 1** Generalised answer; paraphrases the sources; lacks focus on the set issue.  
Eg: Source A tells us that there were very few jobs available for women in the 1950s whereas Source B shows us women working on an assembly-line production making television sets in the 1970s.

**LEVEL 2** Accurate answer which begins to address the question.  
Answers worth 3 marks will use the sources and their own knowledge to mostly describe the set issue.

Eg: Source A tells us that there were very few jobs available for women in the 1950s whereas Source B shows us women working on an assembly-line production making television sets in the 1970s. This happened because there was a decline in heavy industry, such as coal or because there was a greater demand for consumer goods.

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 us that outside shop and clerical work there were very little employment opportunities for women in the 1950s whereas Source B says that by the 1970s there were increased job opportunities for women. Answers will begin to explain why there were increased job opportunities for women in new factories making consumer goods. Governments encouraged the growth of industrial estates in ‘depressed’ areas and many of the jobs created were taken up by women. Assembly-line processes particularly suited women.
LEVEL 3  Answer addresses the question clearly.  

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 refer to the lack of job opportunities for women as shown in Source A and refer to the decline of traditional heavy industry but the focus will clearly be on why there were increased job opportunities for women as shown in Source B. Answers at this level will provide specific reasons for this change. As well as the growth in demand for new consumer goods answers will assert that women were particularly suited to assembly line work – they showed themselves to be skilled, to have better dexterity and to be more adaptable for shift work (particularly the evening shifts). Women predominated in some light industry such as clothing and new technological appliances. Many young women on leaving school went straight to these factories and were trained on the job. Expect some answers to expand and to refer to the growing opportunities for women in the service sector, NHS, education, and local government by the late 1970s._
**Question 2(c)**

| Target: Recall and deployment of knowledge; analysis and evaluation of key historical concepts | Mark allocation: |
|---|---|---|
| | AO1 | AO2 | AO3 |
| | 8 | 2 | 6 |

**Question:** Why was tourism important for job opportunities 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 jobs in the National Parks, holiday resorts, hotels or similar.

**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 tourism. Tourism has grown throughout the second half of the twentieth century because people are taking more than one holiday a year and taking weekend and short breaks. Expect reference to some popular tourist attractions or destinations, such as:

- The attraction of National Parks and designated Areas of Outstanding Beauty;
- Coastal resorts and clean Welsh beaches;
- The number of caravan parks along the Welsh coastline;
- The importance of Welsh heritage and culture – castles, Eisteddfodau – within tourism.

**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 as in Level 2 but there will be a more direct attempt to address why tourism has provided an increasing number of jobs. There may be specific reference to one aspect of tourism, such as the National Parks providing 12,000 jobs and contributing £177 million to the Welsh economy in 2006. Answers may consider the importance of jobs by reference to the creation of the Welsh Tourist Board in 1969 and becoming part of the National Assembly Government as ‘Visit Wales’ in 2006 to advertise Wales’s attractions. The Welsh Government invests £22 million a year in tourism.
Eg: Answers should focus on the importance of tourism for jobs in Wales especially with the sharp decline of jobs in heavy industry and farming. Focus should be on:

- By the end of the twentieth century tourism was bringing in £5 billion into the Welsh economy and provided jobs for 76,000 workers making it one of Wales’s largest industries.
- Expect answers at this level to assert that many jobs within tourism (hotel work in particular) are poorly paid, with long hours in high season, menial and seasonal.
Question 3(a)

| Target: Recall and deployment of knowledge; understanding of key historical features |
|----------------------------------------|-----------------|-----------------|-----------------|
| Mark allocation:                      | AO1  | AO2  | AO3  |
| 5| 3  | 2  |

Question: Describe the popularity of the cinema in Wales in the 1930s. [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 most Welsh towns had at least one cinema by the 1930s.

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

Eg: Answers refer to the popularity of the cinema with ordinary working people. It was new and exciting, especially during the drab depression years of the 1930s. The buildings were smart and comfortable and it was cheap to attend. There were 321 cinemas in Wales in 1934.

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

Eg: Answers will state the cinema offered entertainment for all ages, beginning with penny shows for children on Saturday afternoon. The films of the 1930s were varied and appealed to a wide range of audience; they included westerns, gangster films, musicals and comedies. The film stars, such as, Clark Gable and Ginger Rogers became role models for young Welsh film goers.
Question 3(b)

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

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**Question:** Explain why the provision of Welsh-medium television programmes had changed by 1982. [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 provision of Welsh-medium television programmes for Welsh speakers was very limited whereas Source B shows that in November 1982 S4C was launched.

**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 the provision of Welsh-medium television programmes for Welsh speakers was very limited whereas Source B shows that in November 1982 S4C was launched. This happened because there was a strong campaign to establish a Welsh-medium channel.

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 was very little Welsh-medium television provision before 1982 whereas Source B shows that the Welsh-medium channel S4C was launched in November 1982. Answers will begin to explain that S4C was created to provide a Welsh-medium provision for Welsh speakers. Expect reference to Gwynfor Evans’s threatened hunger strike and Cymdeithas yr Iaith Gymraeg’s vigorous campaign in the 1970s.
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 minimal provision of Welsh-medium programmes as is shown by Source A. The launch of S4C is shown in Source B. Answers at this level will refer to a range of reasons with some development. The reference to Cymdeithas yr Iaith’s campaign will be supported with the Society’s organised protest which included refusing to pay television licences, sit-ins at BBC and HTV studios and attacks on transmitters in Welsh speaking areas. Expect answers to refer to Mrs Thatcher’s government U-turn when Gwynfor Evans threatened to go on a hunger strike because of the Conservatives broken promise.
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>
<td>Mark allocation:</td>
<td>AO1</td>
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</table>

Question:

Why was the change in attitude towards Welsh-medium education in the second half of the twentieth century important? [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 more Welsh-medium education and schools in the second half of the twentieth century. This was in stark contrast to previously where English medium education was seen as the way forward in life.

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 Welsh medium and bilingual schooling with reference to some of the following:

- Early primary schools, such as, Ysgol Dewi Sant, Llanelli (1947).
- Early secondary schools, such as, Ysgol Glan Clwyd (1956), Ysgol Maes Garmon (1961) and Ysgol Rhydfelen (1962).
- The provision of Welsh medium nursery organised by Mudiad Meithrin allowing Welsh children to be immersed in the language from a very early age.
- Welsh medium courses at universities and colleges.

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 as in Level 2 but there will be a more direct attempt to analyse the reasons for a change in attitude and why it was important in bringing about a change. From the 1960s onwards there has been a growing demand from parents for Welsh medium education. This was because some felt they had ‘missed out’, others thought their children would receive a better quality of education and better exam results. A whole range of jobs, from the media, retail sector, tourism and administration began to state that the ability to speak Welsh was an advantage or even essential for their employees.
LEVEL 4 Detailed and accurate analysis of key issue providing a fully substantiated explanation together with a judgement. [7-8]

Eg: Answers must address the importance of the change in attitude towards Welsh medium education – it led to the demand for more Welsh medium and bilingual provision. Answers should focus on a range of reasons for the change in attitude towards Welsh medium education:

- Contribution of government legislation, including the Language Acts and the Education Act of 1988 which gave Welsh as a school subject the status of a core subject in Welsh speaking areas and bilingual schools.
- County authorities, such as Gwynedd (1974) and Dyfed have implemented far-reaching language policies within the counties.
- The increased demand for Welsh speaking workers within the public sector has resulted in thousands of adults attending Welsh Language Centres to satisfy the new demand.
Question 4

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

Mark allocation: AO1 4 AO2 8 AO3 SPG 3

Question: To what extent has the growth of Plaid Cymru been the most significant development in Welsh politics between 1900 and 2000? [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 Plaid Cymru’s parliamentary successes in the 1974 General elections in returning 3 MPs or success in the National Assembly Elections and 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 1970s and 1980s when Plaid Cymru did have parliamentary successes or provide a poor outline of political change 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 issue in a chronological context and to assess more fully the extent of change and continuity over the whole period. Candidates will begin to appreciate the significance of the various developments.

Eg: Answers may focus on Plaid Cymru’s development throughout the century – founded in 1925, the lean years before the 1966 by-election victory and ‘new direction’ under Wigley and Elis Thomas. The answers will begin to consider the other important political developments – popularity of the Liberals at the start of the twentieth century, the dominance of Labour from the 1920s and the impact of devolution (especially on Plaid Cymru). There will, however, be little reference to variations in political support for Plaid Cymru across the period and regions of Wales.
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 growth of Plaid Cymru as in Level 3, but with greater detail and depth. There will be a clear attempt to deal with variations in political developments over the century. There will be reference to the pre First World War Liberal supremacy, the sustained dominance of Labour since the 1920s as well as the impact of devolution. The answers will acknowledge that Plaid Cymru’s support, except occasionally, is confined to the west Welsh speaking areas. Expect answers to assert that Plaid Cymru has emerged as a popular political party in the late twentieth century and early twenty-first century and for a period shared power with Labour in the Welsh Government. However, Labour is still the dominant party and in the most recent elections to the Welsh Assembly won exactly half the seats.

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>
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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 performance 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>Intermediate performance 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>High performance 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>
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Question 5

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

**Mark allocation:**
AO1 15
AO2 4
AO3 8
SPG 3

**Question:**
To what extent was the decline of heavy industry 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 virtual collapse of Welsh heavy industry in the 1980s with the loss of thousands of jobs. 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 1980s and the failure of the Miners’ Strike leading to large scale closure of pits and loss of jobs. Other heavy industries, such as, steel and tinplate also declined rapidly. Alternatively answers will provide a poor outline of economic 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 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 will begin to appreciate the importance of the various developments.

*Eg:* Answers may focus on the development of heavy industry throughout the twentieth century and consider its importance in providing jobs in South Wales and North-east Wales. Expect the answers to show awareness of fluctuations in the fortunes of heavy industry, from the height of production in the early twentieth century, decline in the 1920s and 1930s, rise again during the Second World War and subsequent decline. Answers will begin to address the emergence and importance of other industries, namely, tourism, light engineering and the service sector in providing jobs as the traditional heavy industries declined.
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 most important economic developments as in Level 3, but with greater detail and depth. There will be a clear attempt to address the other important developments, such as, changes in the rural economy, and the emergence of other employment opportunities in light industry, tourism and the service sector. Answers will show awareness of key time periods such as, the 1930s, wartime and the last two decades of the twentieth century.

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

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<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><strong>Threshold performance</strong></td>
<td>1 mark</td>
</tr>
<tr>
<td></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>2 marks</td>
</tr>
<tr>
<td></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>3 marks</td>
</tr>
<tr>
<td></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>
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</table>
Question 6

<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>
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<td></td>
<td>15</td>
</tr>
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</table>

Question: **Was the Second World War the biggest threat to the Welsh 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 evacuees coming into Wales during the Second World War or similar. 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 Second World War. Expect reference to some of the effects of War on the Welsh language – the 'all-British wartime spirit', government control of radio and cinema as well as the impact of refugees. Alternatively answers will provide a poor outline of the other threats to the Welsh language over 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 differences in the threat posed.

*Eg: Answers will provide a full and detailed account of the impact of the Second World War on the Welsh language as named in Level 2. Answers will begin to consider some of the other factors that have threatened the language in the twentieth century, such as new forms of entertainment – radio, cinema television, pop music, the internet, etc. There will, however, be little consideration as to when these 'threats' occurred.*
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 ‘threat’ to the Welsh language. There will be a clear attempt to deal with the extent of each threat. Expect the better answers to expand beyond the factors named in Level 3 and consider the impact of the decline of religious observance and Sunday opening, and rural depopulation and inward migration. Answers may assert that the Welsh language has been under severe threat throughout the twentieth century but it has adapted well to the pressures from outside in the second half of the century.

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>
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</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 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>Intermediate performance 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>
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<tr>
<td>High performance 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>
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