



## **GCSE MARK SCHEME**

**SUMMER 2015**

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

## **INTRODUCTION**

The marking schemes which follow were those used by WJEC for the Summer 2015 examination in GCSE HISTORY. They were finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conferences were held shortly after the papers were 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 conferences was to ensure that the marking schemes were 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' conferences, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about these marking schemes.

## **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:

<b>Level 1</b>	the text is generally legible; aspects of spelling, punctuation and grammar are clear; some information is presented in a suitable manner
<b>Level 2</b>	most of the text is legible; spelling, punctuation and grammar are used to make the meaning clear; information is presented in a suitable format.
<b>Level 3</b>	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
<b>Level 4</b>	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

## PAPER 4373/04

## UNIT 3: OUTLINE STUDY

## THE DEVELOPMENT OF WALES, 1900-2000

## MARKING SCHEME

## QUESTION 1

**Question 1(a)**

<i>Target:</i>	<i>Recall and deployment of knowledge; understanding of key historical features</i>		
<i>Mark allocation:</i>	AO1	AO2	AO3
5	3	2	

Question: **Describe Gwynfor Evans'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 Evans was Plaid Cymru's first MP.*

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

*Eg: Answers refer to Evans's historic by-election victory at Carmarthen in 1966. This success saw an exciting period for Plaid – narrow defeats in by-elections in Rhondda West (1967) and Caerphilly (1968) before the successes of the 1974 General Elections when Plaid returned 3 MPs to Westminster, including Evans.*

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

*Eg: Answers will refer to Evans's presidency of Plaid Cymru from 1945-1981 and will note that the early years were difficult for Plaid and that Evans raised the party's profile by campaigning vigorously on specific Welsh issues – most notably against the drowning of Capel Celyn.*

**Question 1(b)**

Target:	Recall and deployment of knowledge; explanation of key concept; use of source material		
Mark allocation:	AO1	AO2	AO3
7	2	3	2

Question: **Explain why the Labour Party became the most popular political party in Wales in the 1920s.** [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 Liberal Party was the most popular political party in Wales in 1910 whereas Source B shows that by 1922 the Labour Party was the most popular party in Wales.*

**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 Liberal Party was the most popular political party in Wales in 1910 whereas Source B shows that by 1922 the Labour Party was the most popular party in Wales. This happened because Welsh workers believed that the Labour Party represented their needs better.*

**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 in 1910 the Liberal Party won 27 of the Welsh parliamentary seats whereas Source B shows that Labour was now the most popular party and returned over half the MPs to Westminster (18 against Liberals 10). Clearly there was a change in the voting patterns in Wales; many Liberal voters now voted Labour, especially in the industrial areas of South Wales. This was because Welsh workers believed that the Labour Party was the vehicle to deliver social reform.*

**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 at this level will refer to a range of reasons for the sudden change in political allegiance. These will include the association between the Trade Unions and the Labour Party in Wales (especially financial support), the effect of extending the vote to all men and women over 30 years of age in 1918, and Labour's success in local politics.*

**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: **Why were the ‘Thatcher Years’ important in changing the attitude of Wales towards devolution by 1997? [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 18 years of Conservative rule.*

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

*Eg: Answers may be confined to the unpopularity of the Conservatives in Wales. Devolution was never on the political agenda of the Conservatives. Under Tory rule, between 1987-97, the four Secretaries of State for Wales (Walker, Hunt, Redwood and Hague) were English and represented English constituencies. All decisions on Wales were taken in London.*

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

*Eg: Expect a closer examination of the key events in Wales during the Thatcher Years. The destruction of the Welsh coal and steel industries and the bitter struggle of the Miners’ Strike of 1984-85 further alienated the Conservatives from the Welsh voters, especially in South Wales.*

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

*Eg: Answers should focus on the importance of the ‘Thatcher Years’ in changing the attitude of Wales towards devolution. Most likely answers will conclude that the 18 years of Tory rule were very important. Events of the period convinced many in Wales of the need for Wales to take closer control over decision making and not leave it all to Westminster. By the 1997 General Election the Labour Party, nationally and in Wales, was committed to devolution and put it high on its agenda. It could also be argued that the concept of devolution was better understood and that the irrational ‘fears’ of 1979 had disappeared.*

## QUESTION 2

### Question 2(a)

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

Question: **Describe the growth of light industry in Wales 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 there has been a big growth in industrial/trading estates in Wales in the second half of the twentieth century.*

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

*Eg: Answers refer to the development of industrial estates. Expect reference to the first industrial estate that opened in Treforest in 1938 and that after the end of the Second World War the governments continued to support the setting up of these estates to diversify manufacturing and avoid over reliance on the traditional heavy industry.*

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

*Eg: Answers will refer to the diverse goods manufactured – Hoover (washing machines) and Triang (prams) in Merthyr. Expect reference to the efforts to attract firms to Wales (by the likes of WDA). Expect reference to Japanese firms such as Sony (Bridgend) making electronic products such as televisions and Hitachi (Hirwaun) and the Ford engine plant that opened at Bridgend in 1980, etc.*

*Light industry has seen greater job opportunities for women. As early as the 1960s women accounted for 85% of the workforce in light industry. Women are considered to be more adaptable for assembly line processes and part time work and/or evening shifts tends to suit them.*

**Question 2(b)**

Target:	Recall and deployment of knowledge; explanation of key concept; use of source material		
Mark allocation:	AO1	AO2	AO3
7	2	3	2

Question: **Explain why many people moved away from South Wales in the 1930s.** [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 during the First World War there was plenty of work in coal and steel industries in Wales whereas Source B shows that by the 1930s thousands of people left areas such as Rhondda and Merthyr.*

**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: In addition to Level 1 answers will say that this happened because the coal and steel industries were in decline after the First World War.*

**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 during the First World War there was a huge demand for Welsh coal and steel and this meant plenty of work and good wages for the workers whereas Source B shows that after the War demand for coal and steel declined rapidly. Answers will begin to explain why by reference to some of the reasons for this decline, for example, the Royal Navy changed to oil fired engines, competition from more modern and efficient foreign producers such as Germany and Poland.*

**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 a range of reasons why people left South Wales in the 1930s. Answers at this level will refer to the decline of the coal and steel industries and consider its impact on people in these areas. The 1920s and early 1930s saw huge male unemployment in these areas and due to over reliance on these industries there was little or no hope of alternative employment. This forced many thousands to seek work in other areas of the Britain. For those on the dole life was particularly difficult with the introduction of the means test and industrial disputes such as the Miners' Strike and General Strike left thousands disillusioned.*

**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 have the service industries been important 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 the service industries providing work for many Welsh people; in retail or Health and Education.*

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

*Eg: Answers may be confined to a description that the service industries provide service rather than production; financial and retail services, administration and Health and Education and that these provide jobs at a time heavy industry was disappearing.*

**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 service industries but there will be a more direct attempt to focus on importance. With the decline in heavy industry and farming throughout Wales the service industries have emerged as the most important employment in Wales. There might be reference to the importance of tourism as well.*

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

*Eg: Answers will clearly evaluate the importance of the growth in the service industries for work opportunities in Wales. At this level expect answers to refer to the redevelopment of industrial areas, such as Cardiff, Swansea or Wrexham into modern retail and financial service centres. For example, since the 1980s Cardiff dockland has been redeveloped and the enhanced image of Wales's capital has attracted many financial and retail services. Admiral Insurance employs 3,000 workers. Cardiff is also the 11<sup>th</sup> largest shopping centre in the UK providing jobs for thousands. Expect discussion of the importance for jobs of education – 27,000 teachers in Wales in 2006, the Health service and local council services.*

## QUESTION 3

### 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 main effect of the Second World War on Welsh culture.** [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 during the War thousands of school children were evacuated from English towns to Wales.*

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

*Eg: Answers refer to range of developments during the Second World War; as well as evacuees that had an obvious effect on Welsh speaking communities expect reference to English medium newspapers, the radio and cinema.*

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

*Eg: Answers will develop how the above factors affected Welsh culture. English medium newspapers were more popular than Welsh papers as they contained more information on the War's progress. The cinema was popular as an 'escape' from the War. The government restricted regional radio programming and all broadcast was from London and in English.*

**Question 3(b)**

Target:	Recall and deployment of knowledge; explanation of key concept; use of source material		
Mark allocation:	AO1	AO2	AO3
7	2	3	2

Question: **Explain why the way of life changed in rural Wales in the second half 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 in the 1960s the Welsh language, chapel, Eisteddfod and Sunday observance were a way of life in rural Wales whereas Source B shows that public houses were now open on the Sunday.*

**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: In addition to Level 1 answers will say the change happened because of increased contact with English.*

**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 traditional Welsh way of life (Welsh language and Sunday observance) was still strong in rural Wales in the 1960s whereas Source B shows that the growth in importance of tourism, began to change it. Answers will begin to explain why this growing contact saw a change in life in rural Wales. Answers may well consider the impact of television, radio and pop music as well.*

**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 a range of reasons for the change in the way of life in rural areas in the second half of the twentieth century. As well as a growth in holidaymakers there has been a steady influx of migrants from England, attracted by cheap house prices, to areas such as Llŷn and Harlech and Tywyn. These tend to be retirees with little intention of adapting to community life. At the same time due to increased mechanisation and low agricultural wages many young families have been forced to move out of the areas in search of better work prospects. Answers at this level will consider the degree of change and note that in areas such as Llŷn the Welsh way of life is still stronger than in most areas of Wales.*

**Question 3(c)**

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

Question: **How successful has Welsh medium and bilingual education been for the Welsh language? [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 Welsh medium schools providing an opportunity for Welsh learners to be educated through the medium of Welsh.*

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

*Eg: Answers may be confined to a list of Welsh medium schools, for example, 1947 the opening of the first state primary school at Llanelli, (Ysgol Dewi Sant), the opening of Welsh medium secondary schools at Glan Clwyd, Rhyl (1956), Maes Garmon, Wrexham (1961), and Rhydyfelen, Pontypridd in 1961. These were important steps in providing Welsh medium education.*

**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 an attempt to focus on the success of Welsh medium education. There has been a big increase in Welsh medium education provision, not just at primary and secondary level but at pre-school age. The Welsh Medium Nursery Association receives government funding and there are over 1,000 units (cylchoedd), in the form of pre-school playgroups, nursery projects and 'Ti a Fi' (Parent and Toddler groups). This is a very important and successful provision in introducing more Welsh children to the language at an early age.*

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

*Eg: Answers will clearly focus on the success of Welsh medium education in reviving the Welsh language. At this level expect some specific knowledge, such as reference to the 2001 Census Return which showed a healthy increase in the number of Welsh people who can read and write Welsh – 22% in the 3-9 age group, 37% in the 10-15 age group, and 24% in the 16-19 age group. Local authorities and central government have played a part in the success, for example Gwynedd's support in the form of its Language Policy introduced in 1974 as well as the inclusion of Welsh as a core subject in the National Curriculum for Wales.*

## QUESTION 4

### Question 4

Target:	Recall and deployment of knowledge; analysis of key concepts; quality of written communication			
Mark allocation:	A01	A02	A03	SPG
15	4	8		3

**Question:** **Was the growth of nationalism the most important 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 some election success of Plaid Cymru; 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 one period such as the 1960s to 1980s when Plaid Cymru enjoyed electoral 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 a more developed coverage but with some imbalance; some reference to change and continuity.

**Award 8 marks** for good coverage of whole 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 and to assess more fully the extent of change and continuity over most of the period. Candidates may begin to appreciate the differences in experience between groups.

*Eg: Candidates will focus on the set question with supporting material from most of the period. At the beginning of the twentieth century Wales supported the Liberal Party, then the Labour Party, which initially gained root in the industrial areas and later in rural Wales. Welsh voters were slow to embrace nationalism. Though established in 1925 Plaid had to wait until 1966 for its first electoral success. Answers will highlight that Labour was still the dominant political force in Wales.*

<b>LEVEL 4</b>	<b>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.</b>	<b>[10-12]</b>
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**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 will demonstrate good coverage of the whole period.

**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 coverage of development in Welsh politics as in Level 3, but with greater detail and depth. There will be a clear attempt to address the thrust of the question and provide a reasoned judgement. At the top level expect candidates to challenge the question and assert that devolution is the most important political development of the twentieth century.*

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

<b>Level</b>	<b>Performance descriptions</b>
0	Candidates do not reach the threshold performance outlined in the performance description below.
<i>Threshold performance</i> 1 mark	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.
<i>Intermediate performance</i> 2 marks	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.
<i>High performance</i> 3 marks	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.

## QUESTION 5

### Question 5

Target:	Recall and deployment of knowledge; analysis of key concepts; quality of written communication		
Mark allocation:	AO1	AO2	AO3
15	4	8	SPG 3

**Question:** **Was the growth of tourism the most important development in the Welsh economy 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 some tourist attractions, for example, Snowdonia or Cardiff Bay, 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 one period or factors such as the growth of tourism in the second half of the century or provide a weak 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 a more developed coverage but with some imbalance; some reference to change and continuity

**Award 8 marks** for a good coverage of whole period with good supporting detail and an attempt to address the issue of change and continuity.

**Award 9 marks** for an attempt to discuss the named issue and to assess more fully the extent of change and continuity over most of the period.

Candidates may begin to appreciate the differences in experience between groups.

*Eg: Candidates will focus on the set question with supporting material from most of the period and make specific reference to the growth of tourism.*

*Answers will show a clear grasp of the emergence of other employment opportunities such as light industry, and the growth of the service industries in response to the decline of heavy industry and farming. There will be reference to job opportunities for women and the recent technological revolution. The answer will show an awareness of 'time periods' such as 1930s, war-times and the second half of the twentieth century and their significance.*

<b>LEVEL 4</b>	<b>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.</b>	<b>[10-12]</b>
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**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 will demonstrate good coverage of the whole period.

**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 coverage of developments in the Welsh economy as in Level 3, but with greater detail and depth. Answers will address the extent of the importance of tourism against other economic developments and come to a reasoned judgement. Expect the answers to note that the growth of tourism belongs to the latter decades of the twentieth century but also expect reference to the nature of employment in tourism, seasonal work and poor pay for many. Answers might indicate how improved infrastructure has helped tourism and economic development in general.*

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

<b>Level</b>	<b>Performance descriptions</b>
0	Candidates do not reach the threshold performance outlined in the performance description below.
<i>Threshold performance</i> 1 mark	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.
<i>Intermediate performance</i> 2 marks	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.
<i>High performance</i> 3 marks	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.

## 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:** **How far did Wales retain its traditional way of life 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 chapel attendance declining and that Welsh people today pursue the same interests as the rest of Britain; drinking culture, television and computers and all that is associated with it.*

**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 one period such as the period between the two world wars when the traditional way of life came under serious threat from the growing popularity of the cinema, radio and English newspapers or provide a poor outline of the pressures 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 a more developed coverage but with some imbalance; some reference to change and continuity

**Award 8 marks** for a good coverage of whole period with good supporting detail and an attempt to address the issue of change and continuity.

**Award 9 marks** for an attempt to discuss the named issue and to assess more fully the extent of change and continuity over most of the period.

Candidates may begin to appreciate the differences in experience between groups.

*Eg: Answers will provide a judgement on the set question with supporting material from most of the period. The “pressures” will be addressed –inter war years from cinema, radio and newspapers and later on from television, pop music and radio, the internet and computer games, etc. However the traditional Welsh way of life has adapted well with Radio Cymru, S4C and a Welsh medium pop scene, especially since the 1980s.*

<b>LEVEL 4</b>	<b>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.</b>
	<b>[10-12]</b>

**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 will demonstrate good coverage of the whole period.

**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 coverage of the pressures to the traditional Welsh way of life as in Level 3, but with greater detail and depth. There will be a clear attempt to address how far Wales has retained its traditional way of life. Expect reference to the contribution of Welsh medium education, the Urdd movement and the support of governments and councils, especially for the language.*

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

<b>Level</b>	<b>Performance descriptions</b>
0	Candidates do not reach the threshold performance outlined in the performance description below.
<i>Threshold performance</i> 1 mark	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.
<i>Intermediate performance</i> 2 marks	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.
<i>High performance</i> 3 marks	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.