



GCSE MARKING SCHEME

SUMMER 2016

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

INTRODUCTION

This marking scheme was used by WJEC for the 2016 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:

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

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UNIT 3: OUTLINE STUDY

THE DEVELOPMENT OF WALES, 1900-2000

MARKING SCHEME

QUESTION 1

Question 1 (a)

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

Question: **Describe the Liberal reforms of the early 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 the Liberals passed the Old Age Pension Act or the National Health Insurance Act.

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

Eg: Answers refer to the provision of the Act/Acts. People over 70 with an annual income of less than £31.50 were entitled to 25p a week in old age pension (38½p for a married couple). With the National Insurance Act the worker, his employer and the government made contributions into a scheme that provided free medical care and 50p a week sickness benefit for up to 26 weeks a year for the worker.

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

Eg: Answers will refer to the radical Liberal reforms' commitment to improving the lives of the poor and providing better opportunities for the young and care for the elderly and sick. In 1913 the NHI Act was extended to cover unemployment (35p a week for a maximum of 15 weeks). The Education Act of 1906 gave funds to local authorities to provide free school meals for the very poor.

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 people of Wales rejected devolution in 1979.**

[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 there was strong support for devolution in Wales whereas Source B shows that the people of Wales rejected the proposal.

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 strong support for devolution in Wales in the 1950s and 1960s whereas Source B shows that the Welsh people were not interested. This happened because the Welsh people were frightened as to the consequences of devolution.

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 there was strong support amongst the people of Wales for devolution in the 1950s and 1960s; for example a quarter of a million people signed a petition that was presented to Parliament in 1956. On the other hand Source B shows the result of the referendum of 1979 where only 12% voted in favour and 47% against devolution. Clearly the people of Wales did not want devolution in 1979. Answers will begin to explain why by referring to some of the reasons for rejecting – the successful ‘No’ campaign that focussed on people’s fears, such as, the cost of setting up and running an Assembly to the Welsh taxpayers, that only Cardiff would benefit, that it was the first step towards full independence.

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 support for devolution in 1950s and 1960s as is clearly shown by Source A. But by 1979 the Welsh people emphatically rejected the opportunity as is shown in Source B. Not only there was a huge majority against devolution there was very little interest in the offer – in the referendum a further 41% did not bother to vote. Answers at this level will refer to other reasons for rejecting the offer, such as the role played by influential Welsh MPs such as Neil Kinnock and Leo Abse in supporting the Conservatives and the ‘No’ campaign. This was in contrast to the widespread support amongst many Welsh politicians (Liberal, Labour and Plaid Cymru) before the Kilbrandon Report. Expect reference that the idea of an Assembly for Wales had not been explained properly to the voters.

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 did Plaid Cymru emerge as an important political party in Wales after 1980?** **[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 Plaid Cymru having some MPs or a bigger role in the affairs of the Welsh Assembly.

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

Eg: Answers may be confined to a discussion of parliamentary and Assembly election performances. Plaid has held Arfon and Meirion and Nant Conwy continuously since 1974 and held Carmarthen, Ynys Mon and Ceredigion at various times. In the first Welsh Assembly election in 1999 Plaid won 17 of the 60 seats, making it the second largest party in the Assembly (behind Labour who won 28 seats). Between 2007-11 Plaid formed a coalition with Labour, the largest party to form the government of Wales.

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 election performances. Expect answers to consider how and why Plaid emerged as an important party in Wales. As well as Plaid's showing in parliamentary and Assembly elections expect consideration of European elections and local government. Wales had 2 Plaid MEPs in the 1999 election (out of 5) and Jill Evans has represented Wales for 4 terms. In local elections the party has become an important political force. As well as securing seats in the Welsh-speaking west the party made inroads in local government in South Wales – for example in the 1996 elections Plaid gained 32 seats out of 72 in Caerphilly. In the same year 206 Plaid councillors were elected out of a total of 1255.

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

Eg: Answers should focus on a range of reasons for Plaid's emergence. It appears the voters will support Plaid with 'Welsh matters' hence it's good showing in Assembly and local elections. Expect reference to Plaid's attempts to promote itself as a party that represents all the people of Wales: in the 1990s the party was rebranded as Plaid Cymru: The Party of Wales. From 1981, under the leadership of Elis Thomas and Wigley the party identified itself as a Centre-left party and committed to socialist ideals. 'Community socialism' was a distinctively Welsh concept emphasising a focus on local politics. Plaid also adopted measures to promote women candidates for elections.

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 one industrial conflict in Wales in the early twentieth century (You should choose either Penrhyn, Tonypandy or Llanelli).** **[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 Lord Penrhyn 'locked out' his workers because of a dispute over unionism at the quarry or the Tonypandy Riots were violent confrontations between coalminers and the police or the Llanelli Riots were violent clashes between striking railway workers and troops sent to keep the railway line open.

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

Eg: Answers will refer to their chosen conflict as between owners with the support of police and magistrates against their workers. Answers on the Penrhyn conflict will refer to events, such as, Lord Penrhyn's tactics to break the strike and the use of police and troops to protect returning strike-breakers.

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

Eg: Answers will refer to the early twentieth century as a period of conflict, whereby workers began to stand up for their rights while owners of industrial companies were determined to retain control over their workers. In the Penrhyn dispute Lord Penrhyn and his manager E A Young refused to negotiate their plans to introduce new working practices with the NWQU. Lord Penrhyn closed the quarry depriving 2,800 workers from earning wages. The dispute lasted three years and caused great hardship to the workers and their families. Expect reference to the tensions within the community between strikers and 'cynffonwyr'.

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 employment opportunities have changed in South Wales since the 1980s.**

[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 jobs were being lost in coalmining and steelworks whereas Source B shows that more jobs were available in retail and financial services.

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 jobs were being lost in coalmining and steelworks whereas Source B shows that more jobs were available in retail and financial services. This happened because companies, such as Admiral Insurance chose Cardiff for its headquarters.

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 there were serious job losses in coalmining and the Miners Strike of 1984-1985 and resulted in most South Wales mines closing. The same was true of the steelworks. South Wales was very dependent on these two industries for employment. Source B shows that South Wales towns, such as Cardiff, have developed into important retail and financial service providers and thus providing work for thousands. For example the Admiral Insurance Company employs over three thousand workers. Cardiff's old dockland has been redeveloped in the 1980s and Cardiff Bay is a centre for tourism (hotels and catering), business and administration.

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 decline of traditional heavy industry as is clearly shown by Source A and the growth of the service economy as is shown in Source B. Answers at this level will realise that the job losses in the Rhondda and Merthyr have not been met with new job opportunities in those areas. It is the large towns, Cardiff and Swansea, that have benefitted from these new opportunities. The DVLA is based at Swansea. Both cities are important centres for health, administration, education as well as retail and financial services that employ thousands.

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: **What effect did mechanisation have on rural 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 increased use of tractors and other farm machinery.

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

Eg: Answers may be confined to describing mechanisation. During the Second World War, because of food shortage, Welsh farmers were encouraged by the government to cultivate the land; arable farming requires mechanisation. For example, in 1938 there were only 2,000 tractors on Welsh farms but this had increased to 13,000 by 1946. The obvious effect of this increased mechanisation was increased production.

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 analyse. The Second World War brought in the 'age of mechanical farming.' After the war the continued shortage of food meant a guaranteed market and stable prices for farm produce. With mechanisation, such as milking machines, came increased productivity, for example between 1950 and 1980 milk production increased from 820 million litres to 1,600 million litres a year. However in 1950 30,000 farms supplied milk to the MMB but this was reduced to just 8,000 farms in 1980 indicating a change in farm size.

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

Eg: Answers should focus on a range of effects of mechanisation on rural Wales. As well as greater productivity answers will address depopulation as a result of the change in farming methods. Mechanisation meant farms needed fewer workers and farm labourers and those who provided services to farming communities were forced to leave and seek employment elsewhere. There has been a marked change in the appearance of the Welsh countryside; many smaller farms have merged into larger units. Hedgerows have been cut to form larger fields for machine use. Improved transport has also contributed to these developments.

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 campaigns of *Cymdeithas yr Iaith Gymraeg* (Welsh Language Society).** **[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 Society's campaigns were non violent and included such tactics as daubing or pulling down road signs.

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

Eg: Answers may refer to either the style of campaigning or specific targets. By implementing their 'direct action' campaign the Society targeted specific businesses and public bodies it considered as failing to treat the Welsh language equally with English. These include attacks at one time or another on the likes of Tesco, Morrisons, Boots and Superdrug stores and some banks.

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

Eg: Answers will refer to a range of campaigning methods with specific examples. The early campaigns were against official English-only documents and forms (tax returns, post office forms, etc) and English-only road signs. The Society members urged Welsh speakers to refuse to complete English-only forms and road signs were daubed or removed. In the campaign to secure a Welsh medium radio and television channel refusing to pay licence fees was the action. Members 'action' often resulted in court appearances and fines or imprisonment as punishment. The Society has used 'rallies' as a campaigning method whereby members would arrange to 'meet' at a specific business location to protest and demonstrate the strength of feeling for the cause. Some answers might refer to more recent targets, such as, the demand for a Property Act, a national Welsh college or new Language Act.

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 traditional Welsh way of life was changing by 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 at the beginning of the twentieth century Welsh people were very religious whereas Source B shows how popular the cinema had become by the 1930s.

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 at the beginning of the twentieth century Welsh people were very religious whereas Source B shows how popular the cinema had become by the 1930s. This happened because the cinema was a new and exciting development and appealed to all sections of society.

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 chapel played an important role in the lives of Welsh people at the beginning of the twentieth century. As well as attending Sunday services the chapel provided entertainment and leisure activities during the week; these would include hymn and choir practice, preparation for eisteddfodau and cymanfa ganu. Clearly the cinema was very popular by the 1930s as is shown in Source B. Answers will begin to explain why the cinema was popular by reference to its appeal to all ages and some detail as to the films produced – westerns, gangster films, musicals and comedies and/or some of the stars of the period.

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 change from the chapel dominated way of life at the beginning of the twentieth century as is clearly shown by Source A to the obvious threat the cinema posed to the Welsh language and chapel attendance as shown in Source B. Answers at this level will develop on Level 2 answers by discussing the effect/influence of the cinema. For example Source A mentions the importance of the chapel to women and children and Source B shows how the cinema exposed Welsh people to a new lifestyle which was very glamorous and completely different to their own. Film stars became role models; the women were glamorous, confident, wore make-up and smoked in public. Answers will refer to 'other' ways life was changing by the 1930s. By 1935 half the homes in Wales had radio sets offering a range of daily entertainment – drama, light and classical music and 'live' sport commentaries. Organized sport such as football, rugby and boxing became an important part of social life.

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: **What impact did ‘pop’ music have on Wales after the 1960s?** [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 advent of pop music and some of the bands, such as the Beatles. There might be a reference that it was a threat to the Welsh language and culture.

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

Eg: Answers will be confined to describing the impact of pop music on Wales in the 1960s and 1970s. The rock culture affected the traditional way of life. It was a young people’s phenomenon – it affected teenagers and produced the new youth culture. Welsh teenagers, like teenagers everywhere, bought the latest ‘singles’, and the pop world strongly influenced their fashion with teenagers dressing and behaving like the pop stars.

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 develop to describe the Welsh pop scene. Since the 1960s there has been a thriving Welsh language music scene. The 1960s saw the emergence of ‘protest’ songs – in the USA it was anti-Vietnam. Protest songs and singers were a feature of Welsh music too. Dafydd Iwan, Huw Jones and Meic Stevens addressed political issues, such as, the state of the language, holiday homes, Tryweryn and the Investiture, that were of concern to young Welsh people.

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

Eg: Answers should focus on a range of factors that affected Wales. Answers should emphasise the impact on young people, and that music was an effective vehicle to address political issues in Wales. Expect answers to refer to the development of the Welsh pop scene. Welsh music has developed greatly from its traditional style and includes rock, reggae as well as ‘pop’. By producing records in Welsh and English, Welsh bands (Catatonia and Super Furry Animals were amongst the earliest) created a wider audience appeal for Welsh music.

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 political support in Wales as in Level 3, but with greater detail and depth. There will be a clear attempt to deal with variations in political support during the century. There will be reference to the period of Liberal supremacy in the period before the First World War, the growth in support for Plaid Cymru in Welsh-speaking areas, and the significance of devolution. The Labour Party has remained the dominant force in Welsh politics since the 1920s. It has easily remained the largest parliamentary party in Wales as well as holding power in the Welsh government.

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

Level	Performance descriptions
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.

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 employment patterns in Wales as in Level 3, but with greater detail and depth. There will be a clear attempt to address the significance of job opportunities for women against other developments such as decline of heavy industry and the development of tertiary industry towards the end of the twentieth century.

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

Level	Performance descriptions
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: **Was the increase in Welsh-medium and bilingual education the most significant factor in the survival of 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 the increase in Welsh medium schools in the second half of the twentieth century. 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 in the 1960s and 1970s which saw a demand for more Welsh medium education. This resulted in the opening of Welsh medium secondary and primary schools such as Glan Clwyd, Rhydfelen and Ysgol Dewi Sant in Llanelli. Or answers will provide a poor outline of political change across the period, referring to the creation of Radio Cymru and S4C and government legislation (Language Acts and/or National Curriculum for Wales).

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 a very good chronological 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 in a chronological context and to assess more fully the extent of change and continuity over most of the period. Candidates may begin to appreciate the significance of the various factors.

Eg: Answers may focus on the threat to the Welsh language and culture throughout the twentieth century – cinema and radio (from 1930s), the Second World War, then television and pop music from 1960s and more recently from the internet. Answers will address the factors that have contributed to the survival of the language and culture, such as the creation of Radio Cymru and S4C, the Urdd movement and the contribution of Cymdeithas yr Iaith Gymraeg and the desire of many Welsh people for Welsh culture to survive. There will be a sound understanding of the developments of Welsh-medium and bilingual education.

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 pressures faced and how Wales has reacted to the pressures as in Level 3, but with greater detail and depth. There will be a clear attempt to deal with the significance of the various factors, notably the increased Welsh language education provision. Expect the better answers to discuss the pre-school provision that is so very important in introducing the young of Wales to the language and culture.

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

Level	Performance descriptions
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.