



GCSE MARKING SCHEME

SUMMER 2013

**HISTORY - OUTLINE STUDY
THE DEVELOPMENT OF WALES, 1900 - 2000
4284/04**

INTRODUCTION

The marking schemes which follow were those used by WJEC for the Summer 2013 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 the paper as a whole. 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

PAPER 4284/04 – THE DEVELOPMENT OF WALES, 1900-PRESENT

MARKING SCHEME

Question 1(a)

Target:	Comprehension of source material		
Mark allocation:	AO1	AO2	AO3
2			2

Question: **What does Source A tell you about Welsh politics in 1906?** [2]

Use 0 for incorrect or irrelevant answers.

Award one mark for one relevant selection from the source
Award two marks for two relevant selections from the source

The following can be credited:

The Liberals won a landslide election victory

The Conservatives had no seats in Wales

Wales had 34 MPs in 1906

Labour was beginning to emerge as political force

Question 1(b)

Target:	Selection of knowledge; understanding of key features		
Mark allocation:	AO1	AO2	AO3
4	2	2	

Question: **Describe Plaid Cymru's performance in the 1974 General Elections.** [4]

LEVEL 1 Generalised answer with a weak or implied point made. [1-2]

Eg: Plaid Cymru won 2 seats in February and 3 in October; this was their best return to date.

LEVEL 2 A more detailed description with up to two accurate points made. [3-4]

Eg: Dafydd Wigley was elected for Caernarfon, Dafydd Elis Thomas in Merionydd and were later joined by Gwynfor Evans who won Carmarthen in October after narrowly failing by 3 votes to win a seat in February. Answers may well refer to the MPs being returned for Welsh speaking constituencies; Plaid were yet to make breakthrough in urban/industrialised areas.

Question 1(c)

Target:	Selection of knowledge; understanding of key concepts		
Mark allocation:	AO1	AO2	AO3
6	2	3	1

Question: **Use Sources B and C and your own knowledge to explain why many Welsh people's attitude to devolution had changed by the end of the twentieth century.** [6]

Use 0 for incorrect or irrelevant answers

LEVEL 1 **Generalised answer; paraphrases the sources; lack of focus.** [1-2]

Eg: Source B shows Wales rejected devolution whereas Source C shows Wales had gained her own National Assembly.

LEVEL 2 **Accurate answer which begins to address the question.** [3-4]

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

Eg: Source B clearly shows that the vast majority of Welsh voters did not want devolution but that this had changed by 1999 as Wales gained its own National Assembly. Expect reference to the poor turn out at the referendum.

Answers worth 4 marks will use the sources and own knowledge to start to focus on the concept of change or improvement.

Eg: Answers will begin to offer reasons why this change occurred - most likely will refer to support of the Labour Party to devolution.

LEVEL 3 **Answer addresses the question clearly.** [5-6]

Answers worth 5 marks will use both the sources and own knowledge to explain the concept of change or improvement. Reference to sources here may be implicit.

Answers worth 6 marks will use both the sources and own knowledge to explain the concept of change or improvement. There must be explicit reference to both sources in order to gain this mark.

Eg: Answers will provide a range of reasons why people's attitude changed, such as dissatisfaction with 18 years of Tory rule and a succession of Welsh Secretaries of State not representing Welsh constituencies. At the top end answers may well point out that the 'Yes' vote in 1997 was very marginal. The attitude of leading UK politicians had swung in favour of devolution by the late 1990s.

Question 1(d)

Target:	Selection of knowledge; analysis of key concepts		
Mark allocation:	AO1	AO2	AO3
8	4	4	

Question: **Why was the Labour Party successful in Wales after the First World War?** [8]

Use 0 for incorrect or irrelevant answers

LEVEL 1 **Generalised answer, making few relevant points.** [1-2]

Eg: Answers will refer to Labour winning parliamentary seats and becoming the major political party in Wales.

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

Eg: Answers will provide more detail of Labour's successes - they won half of seats in Wales in the 1922 Election but there will be a limited attempt to provide reasons for this success.

LEVEL 3 **More detailed and accurate analysis, with an attempt at evaluation, not fully sustained.** [5-6]

Answers worth 5 marks will make a limited attempt to analyse the key issue; some evaluation will be seen.

Answers worth 6 marks will make a reasonable attempt to analyse the key issue; an evaluation will be seen but there will be some imbalance.

Eg: Expect reference to reasons such as the 1918 Parliamentary Reform Act which increased representation from industrial areas and gave the vote to young men that were not householders. There was a loss of confidence in Lloyd George after he had allied with the Conservatives in 1916. There was a loss of support for the Liberal party in general.

LEVEL 4 **Detailed and accurate analysis which provides a reasoned evaluation; the answer is focussed on the issue in the question.** [7-8]

Eg: Answers will build on Level 3 responses but may well challenge the scale of the 'success' of Labour in Wales by referring to the Liberal dominance in rural Wales and Welsh speaking areas. As late as 1945 the Liberals returned 7 MPs [out of total of 12] from Wales.

Question 2(a)

Target:	Comprehension of source material		
Mark allocation:	AO1	AO2	AO3
2			2

Question: **What does Source A show you about the Miners Strike of 1984-85?** [2]

Use 0 for incorrect or irrelevant answers.

Award one mark for one relevant selection from the source
Award two marks for two relevant selections from the source

The following can be credited:

Welsh protesters - Welsh flag shown

Protest marches

Carried placards - supported by organisations like the Socialist Worker

Question 2(b)

Target:	Selection of knowledge; understanding of key features		
Mark allocation:	AO1	AO2	AO3
4	2	2	

Question: **Describe the effects of one industrial conflict in Wales in the early twentieth century.** [4]

(Candidates can choose either Penrhyn, Tonypany or Llanelli)

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer with a weak or implied point made. [1-2]

Eg: Undeveloped references to the effect on community and/or the slate industry itself.

LEVEL 2 A more detailed description with up to two accurate points made. [3-4]

Eg: Answers will refer to the effect on community - terrible hardship of striking families, division and ill feeling between strikers and 'cynffonwyr', migration to other parts of Wales and beyond. The effect on the slate industry - the conflict contributed to the decline of the Welsh slate industry with loss of markets to foreign competitors and cheaper tile production

Question 2(c)

Target:	Selection of knowledge; understanding of key concepts		
Mark allocation:	AO1	AO2	AO3
6	2	3	1

Question: **Use Sources B and C and your own knowledge to explain why the rural economy in Wales has changed since the 1950s.** [6]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 **Generalised answer; paraphrases the sources; lack of focus.** [1-2]

Eg: Source B says many small farms disappeared and many families left the region whereas Source C shows a farming co-operative in West Wales.

LEVEL 2 **Accurate answer which begins to address the question.** [3-4]

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

Eg: A more detailed description with an attempt to describe a farming co-operative.

Answers worth 4 marks will use the sources and own knowledge to start to focus on the concept of change or improvement.

Eg: Answers will begin to explain why this change occurred - by developing the reasons for the decline of small farms because of increased mechanisation.

LEVEL 3 **Answer addresses the question clearly.** [5-6]

Answers worth 5 marks will use both the sources and own knowledge to explain the concept of change or improvement. Reference to sources here may be implicit.

Answers worth 6 marks will use both the sources and own knowledge to explain the concept of change or improvement. There must be explicit reference to both sources in order to gain this mark.

Eg: Answers will refer to less jobs as farm workers because of mechanisation but will discuss impact of co-operative scheme in providing jobs and diversifying. The better answers will refer to government and European grants or other 'land use' such as camp and caravan sites.

Question 2(d)

Target:	Selection of knowledge; analysis of key concepts		
Mark allocation:	AO1	AO2	AO3
8	4	4	

Question: **How important has the growth of the service industry been 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, making few relevant points.** [1-2]

Eg: Answers will state the service industry provides a lot of jobs in Wales.

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

Eg: There will be some attempt to define service industry as providing service rather than production and possibly more work for women.

LEVEL 3 **More detailed and accurate analysis, with an attempt at evaluation, not fully sustained.** [5-6]

Answers worth 5 marks will make a limited attempt to analyse the key issue; some evaluation will be seen.

Answers worth 6 marks will make a reasonable attempt to analyse the key issue; an evaluation will be seen but there will be some imbalance.

Eg: Answers will begin to focus on importance - for example in 2008 there were 386,000 people employed in public sector - accounting 28.8% of the Welsh workforce. Answers will refer to the decline of heavy industry and a strong dependency on public service jobs. Answers will provide some detail on the role of Cardiff or Swansea [DVLA] or similar.

LEVEL 4 **Detailed and accurate analysis which provides a reasoned evaluation; the answer is focussed on the issue in the question.** [7-8]

Eg: Answers will emphasise Wales' dependence on the service sector for job opportunities. Answers may refer to the major regeneration of Cardiff city centre and Cardiff Bay and the services provided. There may be an appreciation that outside of Cardiff and Swansea the service industry is heavily dependent on education, health and council authorities for jobs. These jobs are often clean, reasonably well paid and fairly secure in comparison to jobs in hospitality and tourism that are seasonal and low paid etc.

Question 3(a)

Target:	Comprehension of source material		
Mark allocation:	AO1	AO2	AO3
2			2

Question: **What does Source A tell you about S4C?** [2]

Use 0 for incorrect or irrelevant answers.

Award one mark for one relevant selection from the source
Award two marks for two relevant selections from the source

The following can be credited:
it provides welsh language programmes
Sport is popular
there are a variety of programmes in any one evening

Question 3(b)

Target:	Selection of knowledge; understanding of key features		
Mark allocation:	AO1	AO2	AO3
4	2	2	

Question: **Describe how depopulation and inward migration affected the way of life in rural Wales in the twentieth century.** [4]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer with a weak or implied point made. [1-2]

Eg: Reference to young people leaving and/or older settlers from outside Wales retiring to these areas and the anglicising of Welsh language strongholds.

LEVEL 2 A more detailed description with up to two accurate points made. [3-4]

Eg: Lack of jobs or well paid jobs and decline of farming has forced young Welsh speaking families to leave to be replaced by non Welsh speakers retiring to language strongholds. Reference may be made to the question of 'second homes' and their effect on communities. The situation is aggravated by the trend causing house prices to rise beyond the means of young families.

Question 3(c)

Target:	Selection of knowledge; understanding of key concepts		
Mark allocation:	AO1	AO2	AO3
6	2	3	1

Question: **Use Sources B and C and your own knowledge to explain why there was a growth in Welsh medium education in the second half of the twentieth century. [6]**

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer; paraphrases the sources; lack of focus. [1-2]

Eg: Source B shows the first pupils to attend Ysgol Glan Clwyd whereas Source C says a quarter of Wales's school children received their education through the medium of Welsh.

LEVEL 2 Accurate answer begins to address the question. [3-4]

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

Eg: The growth of Welsh medium education is seen in all areas of education - from nursery to university. This is shown in Sources B and C.

Answers worth 4 marks will use the sources and own knowledge to try to focus on the concept of change or improvement.

Eg: Answers will use the sources to explain why this change occurred - the demand from non Welsh speaking parents because bilingual education was perceived as enhancing their children's opportunities, especially in media and public life. The earliest Welsh medium schools were in anglicised areas - Glan Clwyd [Rhyl] opened in 1956, Maes Garmon [Mold] in 1961 and Rhydfelen [Pontypridd] in 1962. The first public primary school was Ysgol Dewi Sant in Llanelli in 1947.

LEVEL 3 Answer addresses the question clearly. [5-6]

Answers worth 5 marks will use both the sources and own knowledge to explain the concept of change or improvement. Reference to explain the concept of change or improvement. Reference to sources here may be implicit.

Answers worth 6 marks will use both the sources and own knowledge to explain the concept of change or improvement. There must be explicit reference to both sources in order to gain this mark.

Eg: Answers will use the sources and their own knowledge to provide a range of reasons for the growth including a demand from parents, often non-Welsh speaking parents, who believed that Welsh medium schools achieved better academic achievement and the language policies of counties such as Gwynedd and Powys.

Question 3(d)

Target:	Selection of knowledge; analysis of key concepts		
Mark allocation:	AO1	AO2	AO3
8	4	4	

Question: How important has government legislation been in achieving equality for the Welsh language since the 1960s? **[8]**

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer, making few relevant points. **[1-2]**

Eg: Answers will state that government legislation was or was not important.

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

Eg: Answers will make reference to the Language Act of 1993 and describe its main clauses - 'equality' for the Welsh language and establishing the Welsh Language Board.

LEVEL 3 More detailed and accurate analysis, with an attempt at evaluation, not fully sustained. **[5-6]**

Answers worth 5 marks will make a limited attempt to analyse the key issue; some evaluation will be seen.

Answers worth 6 marks will make a reasonable attempt to analyse the key issue; an evaluation will be seen but there will be some imbalance.

Eg: Answers will accurately recall the measures of the 1993 Act with specific reference to the role of the Language Board - policing public bodies and encouraging the private sector to adopt equality.

LEVEL 4 Detailed and accurate analysis which provides a reasoned evaluation; the answer is focussed on the issue in the question. **[7-8]**

Eg: Answers will develop Level 3 responses, especially that the Language Act only provides equality in the public sector. Candidates may refer to the renewed campaign for a new Language Act that will provide equality within private and public matters.

Question 4

Target:	Selection of knowledge; evaluation of key concepts; quality of written communication		
Mark allocation:	AO1	AO2	SPaG
13	4	6	3

Question: **How far did Welsh politics change between 1900 and 2000?** **[13]**

Use 0 for incorrect or irrelevant answer.

LEVEL 1 **Brief, generalised, vague answers.** **[1-2]**

The Level 1 descriptor for quality of written communication may be considered here.

Eg: Wales now has a National Assembly which it did not have before or Labour has been the dominant political force for most of the 20th century.

LEVEL 2 **Apply the following framework:** **[3-5]**

Award 3/4 marks for a couple of related facts; superficial coverage; weak references to issue of change.

Award 5 marks for development of scaffold only; partial coverage; a patchy overall outline; some reference to change.

The Level 2 descriptor for quality of written communication may be considered here.

Eg: Answers will make a weak response to the question set with little attempt to show the main developments in Welsh politics. Expect reference to devolution and a sketchy reference to the changing support during the twentieth century for the Liberals, the Labour Party and the emergence of Plaid Cymru.

LEVEL 3 **Apply the following framework:** **[6-8]**

Award 6 marks for answers with more developed chronological grasp but with imbalanced coverage and some reference to issue of change.

Award 7/8 marks for a very good chronological coverage of whole period; with good supporting detail; clear attempt to discuss issue of main developments and extent of change.

The Level 3 descriptor for quality of written communication may be considered here.

Eg: Answers will focus on the set question with supporting materials 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 Plaid Cymru. Though established in 1925 Plaid had to wait until 1966 for its first electoral success. Answers will highlight that Labour is still the dominant party.

LEVEL 4 **An effective overview of the changes with a genuine attempt to discuss issue of change; recognition of the varying impact of changes; must build on very good chronological coverage.** **[9-10]**

The Level 4 descriptor for quality of written communication may be considered here.

Eg: as well as an accurate outline of the most important developments expect answers to address the significance of devolution and the creation of the National Assembly and further powers for Wales supported by all parties.

Examiners are also 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 5

Target:	Selection of knowledge; evaluation of key concepts; quality of written communication		
Mark allocation:	AO1	AO2	SPaG
13	4	6	3

Question: **Was the decline in heavy industry the main change in employment in Wales between 1900 and 2000?** [13]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 **Brief, generalised, vague answers.** [1-2]

The Level 1 descriptor for quality of written communication may be considered here.

Eg: At the beginning of the twentieth century the coal, steel and other 'heavy' industries were dominant, but by the end of the century most had been closed.

LEVEL 2 **Apply the following framework:** [3-5]

Award 3/4 marks for a couple of related facts; superficial coverage; weak reference to issue of change.

Award 5 marks for reliance on scaffold only; partial coverage; a patchy overall outline; some reference to change.

The Level 2 descriptor for quality of written communication may be considered here.

Eg: Answers will make a weak response to the question set. The 'heavy industries' that did so well during the First World War were to suffer the depression of the inter-war years and the competition from cleaner competitors.

LEVEL 3 **Apply the following framework:** [6-8]

Award 6 marks for answer with more developed chronological grasp but with imbalanced coverage and some reference to issue of change.

Award 7/8 marks for a very good chronological coverage of whole period; with good supporting detail; clear attempt to discuss issue of main developments and extent of change.

The Level 3 descriptor for quality of written communication may be considered here.

Eg: Answers will focus on the set question with supporting material from most of the period and make reference to changes in the rural economy as well as the industrial areas. Answers will show a clear grasp of the emergence of other employment opportunities such as light industry, tourism and the growth of the service industry. 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, wartimes and the 1990s.

LEVEL 4 **An effective overview of the changes with a genuine attempt to discuss issue of change; recognition of the varying impact of changes; must build on very good chronological coverage.** **[9-10]**

The Level 4 descriptor for quality of written communication may be considered here.

Eg: Answers will identify and address the most important developments in work patterns in Wales. Answers might indicate how improved infrastructure has helped economic development in rural and urban areas. Expect discussion of key periods, including wartime, Depression, post Second World War and the last two decades.

Examiners are also 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

Target:	Selection of knowledge; evaluation of key concepts; quality of written communication		
Mark allocation:	AO1	AO2	SPaG
13	4	6	3

Question: **How far did the traditional Welsh way of life change between 1900 and 2000?** [13]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 **Brief, generalised, vague answers.** [1-2]

The Level 1 descriptor for quality of written communication may be considered here.

Eg: At the beginning of the century the chapel and Welsh language were a way of life but chapel attendance declined as Wales pursued the same interests as the rest of Britain - pop music, watching television, etc.

LEVEL 2 **Apply the following framework:** [3-5]

Award 3/4 marks for a couple of related facts; superficial coverage; weak references to issue of change.

Award 5 marks for development of scaffold only; partial coverage; a patchy overall outline; some reference to change.

The Level 2 descriptor for quality of written communication may be considered here.

Eg: Answers will make a weak response to the question set. The Welsh language and way of life (chapel-going, Eisteddfodau, etc.) has come under serious threat from the cinema, radio, television during the twentieth century. Answers will not clearly identify the periods.

LEVEL 3 **Apply the following framework:** [6-8]

Award 6 marks for answers with more developed chronological grasp but with imbalanced coverage and some reference to issue of change.

Award 7/8 marks for a very good chronological coverage of whole period; with good supporting detail; clear attempt to discuss issue of main developments and extent of change.

The Level 3 descriptor for quality of written communication may be considered here.

Eg: Reference to the main cultural developments - increasing popularity of English medium newspapers during the Second World War, effects of pop music, Internet and computer games as well as television and radio. Answers will begin to address how Wales has responded to this threat.

LEVEL 4 **An effective overview of the main developments with a genuine attempt to discuss issue of change; recognition of the varying impact of changes; must build on very good chronological coverage** **[9-10]**

The Level 4 descriptor for quality of written communication may be considered here.

Eg: Answers will provide a judgement on how far the Welsh way of life has changed. There will be a discussion of the pressures and how Wales has reacted to these changes, especially in the second half of the twentieth century. Expect reference to the work of the Urdd movement, the introduction of Welsh medium education, creation of S4C, the Welsh pop scene and 'Cwl Cymru' and how these have been responsible for a resurgence in the 'Welsh way of life'.

Examiners are also 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.