



GCSE MARKING SCHEME

SUMMER 2014

**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 2014 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 - 2000

MARKING SCHEME

Question 1(a)

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

Question: **What does Source A show you about the 1997 Referendum on devolution in Wales?** [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 referendum was held on September 18th .
Labour, Lib-Democrats and Plaid Cymru supported the 'Yes' vote.
The three parties organised a united campaign; issuing posters in support.
Poster was bilingual.*

Question 1(b)

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

Question: **Describe the moves towards creating a Welsh 'nation' in the early part of the twentieth century** [4]

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

Eg: Wales had its own University and granted its own degrees or similar

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

Eg: The end of the 19th Century and early decades saw a move towards giving Wales an identity. The University of Wales was a federal university located in Aberystwyth, Bangor, Cardiff and then Swansea. Other notable institutions were the National Library in Aberystwyth which houses 4,000 books, including rare ones such as the first Welsh translation of the Bible as well as manuscripts, maps, photos, painting, newspapers and periodicals. Answers may refer to the National Museum, Cardiff, symbols such as adopting 'Hen Wlad Fy Nhadau' as the national anthem and the daffodil or Prince of Wales feathers.

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 Plaid Cymru had become more popular by 1966.** [6]

Use 0 for incorrect or irrelevant answers

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

Eg: Source B describes the establishing of Plaid Cymru in 1925 by 6 founder members whereas Source C shows Plaid Cymru winning its first Parliamentary seat in 1966

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 tells us that when Plaid Cymru contested its first Parliamentary seat (Caernarfon) it polled only 609 votes but by 1966 the Part's popularity had improved sufficiently to win its first parliamentary seat in 1966 (Carmarthen).

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. Gwynfor Evans had enhanced Plaid's profile as its President, especially in his and Plaid's campaign against the drowning of Capel Celyn. Or perhaps reference will be made to Saunders Lewis's contribution.

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. Many Welsh people were dismayed at the drowning of Capel Celyn and especially the Westminster government's disregard of Welsh public opinion, including Welsh MPs of which 35 out of 36 voted against the measure to drown the valley in 1957. Plaid Cymru was seen as the party that championed Welsh matters and at the forefront of the campaign - organising high profile protest marches to Liverpool town hall and locally.

Question 1(d)

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

Question: **Why was the Liberal Party the dominant political party in Wales in the early twentieth century?** [8]

Use 0 for incorrect or irrelevant answers

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

Eg: Answers will refer to the Liberals popularity with Welsh voters and/or the popularity of Lloyd George.

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

Eg: Answers will provide more detail of the party's parliamentary success, for example, they won 32/34 seats in 1906 and/or 27/34 seats in 1910 but there will be a very 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.

Eg: Some reasons provided but lacking in detail

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: More reasons provided. The Liberals were committed to social reform and introduced measures such as the Education Act 1906 [school meals], 1911 Old Age Pension Act, 1911 The National Health Act with the 1909 Peoples Budget to fund it. Tackling poverty emerged as the most important political issue in industrial and rural Wales. Lloyd George, a Welshman, was the architect of many of the reforms and held top government positions including PM during the War.

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

Eg: Candidates will build on Level 3 responses and refer to other reasons such as the Liberal Party was associated with non-conformism in Wales. In the early decades of the twentieth century there was a clear divide between the landowner who was Anglican and Tory and the lower classes who were chapel-goers and Liberal. Better responses will note that the Liberals were popular throughout the UK in this period and were in government between 1906 - 1922. The Labour Party was in its infancy but was emerging as the party of the working people.

Question 2(a)

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

Question: **What does Source A show you about work in Wales in the second half of the twentieth century?** [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:

Clean, modern factory
Producing consumer goods
Job opportunities for women

Question 2(b)

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

Question: **Describe the impact of mechanisation on the rural economy in Wales in the second half of 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: In the second half of the twentieth century farming has become increasingly mechanised. Expensive machinery such as tractors, milking machines, balers etc have revolutionised farming methods and improved productivity.

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

Eg: The impact includes job losses for farm labourers and with very little alternative employment has forced many to leave rural areas to seek work. Farms have become larger and there has been an increase in farming co-operatives which on the one hand make the sharing of expensive machinery easier and on the other providing jobs in creameries producing milk and making cheese, etc. There has been a decline in small farms as a result of mechanisation.

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 Welsh coal industry changed between 1947 and 1990.** [6]

Use 0 for incorrect or irrelevant answers.

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

Eg: Source B tells us the coal industry was nationalised in 1946 but by the 1960's more and more jobs in mining were being lost.

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. The coal industry, as well as other key industries, were taken into public ownership by the Labour government of 1945-51 in order to modernise production and improve working conditions.

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

Eg: With nationalisation came a massive government investment in coalmining. Modernisation, with newer machinery and mining practices was to make coal competitive against foreign producers and cleaner fuels. Nationalisation was very well received in South Wales.

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: But the NCB could not disguise the fact that coal was a declining industry and had been since the 1920's. Competition from alternative fuels, especially oil saw pit closures and job losses as early as the 1960's. Conflict was a feature of the industry with Strikes in 1972 and 1974. The Conservative government's announcement of huge cuts in mining jobs resulted in the bitter Miners Strike of 1984/5 which ultimately led to massive pit closures and the return to private ownership of those still open.

Question 2(d)

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

Question: **Why were conflicts between owners and workers in Wales important in the early part of the twentieth century?** [8]

Use 0 for incorrect or irrelevant answers.

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

Eg: A bitter conflict between Lord Penrhyn and his workforce arose in 1900-1903 over 'control' of the Penrhyn quarry.

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

Eg: Answers will provide some detail of the conflict. The NWQU was formed in 1874 and had over 8,000 members in that year. From the outset it was in conflict with Lord Penrhyn, the quarry owner, who was determined to manage his quarry as he saw fit and refused to recognise the men's right to form a trade union.

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: More detailed knowledge of issues such as areas of conflict between Penrhyn and the NWQU, for example Penrhyn considered matters of wage rate and working conditions as his responsibility alone. Answers will begin to consider other factors, such as the fundamental social and cultural differences between the owner and his workforce. Lord Penrhyn was a Tory, English speaking and Anglican whilst the workforce were Liberal, Welsh speaking and nonconformists.

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

Eg: The growth of the NWQU did lead to conflict at the Penrhyn Quarry; it was the most important cause of conflict. Both Lord Penrhyn and the Union were particularly obstinate and during the conflict refused to compromise. At this level candidates will be aware that the turn of the twentieth century saw a growth in unionism and that most owners refused to acknowledge them. Lord Penrhyn's was supported by the Liberty and Property Defence League, a group of anti-union industrial barons. The Penrhyn Lockout was one of many such conflicts and the conflict was important in the national struggle for workers rights and trade unionism.

Question 3(a)

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

Question: **What does Souce A show you about the modern National Eisteddfod?** [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:

Eisteddfod is a week-long event
It was held at Bala between August 1-8th 2009
The modern Eisteddfod now embraces modern Welsh pop music by providing the Maes B venue
Many popular Welsh bands/artists are performing at the event
The event is well advertised

Question 3(b)

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

Question: **Describe Urdd Gobaith Cymru's contribution to Welsh life** [4]

Use 0 for incorrect or irrelevant answers.

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

Eg: As a movement for young people the Urdd has made a massive contribution to Welsh Life. Membership is open to all between primary school age and 25 years of age.

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

Eg: Its programme of activities is both attractive and varied - sport, residential camps such as Glan-Ilyn, and the regional eisteddfodau culminating in the National Eisteddfod. It embraces all the young people of Wales - 30% of members describe themselves as Welsh 'learners'. It produces welsh medium magazines for different sections of Wales's young.

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 change in attitude towards the Welsh language by the 1960's.** [6]

Use 0 for incorrect or irrelevant answers.

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

Eg: The Welsh language was in decline throughout the twentieth century before Cymdeithas yr Iaith Gymraeg took action

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: Source C shows Cymdeithas yr Iaith 'went to battle' in defence of the language. This is true as it broke the law in pursuit of its aims.

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

Eg: The 1961 Census reported a further decline in Welsh speakers - down to 26% of the population. Cymdeithas yr Iaith was established as a direct result of Saunders Lewis's radio lecture on the precarious plight of the language. It shows that, at last, the Welsh people were realising the need to address the situation and to demand equality with English in every sphere of Welsh life.

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: The sources show that the Welsh language had been in decline throughout the first half of the twentieth century and that it took the results of the 1961 Census and Saunders Lewis's broadcast inspired the young people of Wales to take drastic action in defence of the language. He called for 'revolutionary methods' and challenged Welsh people to refuse filling English only forms, paying bills and licences if not available in Welsh. He also warned protestors to be prepared to face fines and imprisonment. Cymdeithas yr Iaith, as the poster shows started a vigorous campaign of 'direct action' to achieve their goal. This included criminal damage.

Question 3(d)

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

Question: **Why did new forms of entertainment in the 1920's and 1930's affect the traditional Welsh way of life?** [8]

Use 0 for incorrect or irrelevant answers.

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

Eg: Answers will state that new forms of entertainment such as the cinema and radio proved popular with the Welsh people and was more attractive than what the chapel was providing.

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

Eg: Expect a brief description of the Welsh way of life at the turn of the twentieth century - reference to chapels, choirs, eisteddfodau and Welsh language. New forms of entertainment were popular. By 1934 there were 321 cinemas in Wales and it is estimated that half the homes of Wales had a radio set.

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: The cinema made a big impact on Welsh life. It was popular with all ages - children attended Saturday 'penny shows' young people would go on 'dates' to the cinema and the adults enjoyed the cheap escapism from their hard lives provided by westerns, gangster, comedies and musicals. The radio also was popular and families would sit around the 'set' in the evenings to listen to their favourite programmes. There was a decline in chapel attendance and traditional activities such as choir practice, prayer meetings, etc.

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

Eg: These new forms of entertainment brought the big outside world into Welsh lives and homes and affected Welsh life. The cinema exposed the Welsh to a different and more glamorous lifestyle. Young people, especially were influenced and would copy their new role models. Female stars like Mae West wore glamorous clothes and make-up and smoked in public. The radio encouraged families to stay in their homes to be entertained, again in English.

Question 4

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

Question: **Was the move towards devolution the most important development in Welsh politics between 1900-2000?** [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 with responsibility to pass laws in a number of devolved subjects.

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: Candidates will make a weak response to the question set with little attempt to address if the move towards devolution was the most important development in Welsh politics. Expect reference to devolution and a sketchy reference to the changing support during the twentieth century for the Liberals, then Labour 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: There will be good chronological coverage - at the beginning of the twentieth century Wales supported the Liberal Party, then the Labour Party became dominant, firstly in the industrial areas and then rural Wales. The 1960's saw the emergence of Plaid Cymru. Answers at this level will begin to focus on the move towards devolution with reference to the referendums of 1979 and 1997.

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 clearly address the thrust of the question and assert that more political decisions are now made in the Senedd by the Welsh Government. Answers will state that this was a massive development and clearly the most important development in Welsh politics in the twentieth century. It will be noted that the road to devolution was a difficult one, following the Kilbrandon Report the first referendum vote was a resounding rejection of devolution in 1979. However three of the four main Welsh political parties co-operated to secure a narrow victory in the 1997 referendum.

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 5

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

Question: **To what extent was the decline of heavy industry the most important development in the Welsh economy between 1900-2000?** [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, slate 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: Candidates 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. Coal, steel and transport were nationalised after the Second World War and in the final decades of the century were privatised again.

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: The candidates 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 the 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 1930's, war-times and the 1990's and their significance.

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 address the extent of the importance of the decline of heavy industry against the importance of more recent developments. 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 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: **Was the growth of mass media after 1960 the biggest threat to traditional Welsh culture and society between 1900-2000?** [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 has declined as Wales pursues 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: Candidates 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 throughout the twentieth century from the cinema, radio, World War II. 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: Answers will more clearly address the 'threat' from television, pop music, and the internet and computer games since the 1960's. Answers will begin to consider other factors that pose a threat such as the effect of rural depopulation and inward migration in 'strongholds' of the Welsh way of life as well as changes such as 'Sunday opening'. Answers will begin to address how Wales has responded to this threat by referring to the developments in Welsh medium radio and television provision and the flourishing Welsh pop scene in the second half of the twentieth century.

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: Candidates will provide a judgement on the extent of the threat posed to the Welsh way of life from mass media since the 1960's. There will be a detailed discussion on how Wales has adapted to these developments - Radio Cymru, S4C and a flourishing Welsh language 'pop' scene. There might be reference to the work of the Urdd movement, the introduction of Welsh medium education and how these have been responsible for a resurgence in the 'Welsh way of life'. There may be reference to the contribution of legislation.

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.