GCSE MARKING SCHEME

SUMMER 2023

GCSE

HISTORY
UNIT 3: THEMATIC STUDY

3D. CHANGES IN PATTERNS OF MIGRATION, c.1500 TO THE PRESENT DAY
3100UM0-1

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INTRODUCTION

This marking scheme was used by WJEC for the 2023 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.

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UNIT 3: THEMATIC STUDY

3D. CHANGES IN PATTERNS OF MIGRATION, c.1500 TO THE PRESENT DAY

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Instructions for examiners of GCSE History when applying the mark scheme

Positive marking

It should be remembered that learners are writing under examination conditions and credit should be given for what the learner writes, rather than adopting the approach of penalising him/her for any omissions. It should be possible for a very good response to achieve full marks and a very poor one to achieve zero marks. Marks should not be deducted for a less than perfect answer if it satisfies the criteria of the mark scheme.

GCSE History mark schemes are presented in a common format as shown below:

This section indicates the assessment objective(s) targeted in the question.

Mark allocation:	*AO1*	*AO2*	*AO3*	*AO4*
6	**6**			

Question: e.g**. Describe the experiences of the early Puritan settlers in America in the seventeenth century.** **[6]**

This is the question and its mark tariff.

Band descriptors and mark allocations

	AO1 6 marks	
BAND 3	**Demonstrates detailed knowledge to fully describe the issue set within the appropriate historical context.**	**4-6**
BAND 2	**Demonstrates knowledge to partially describes the issue.**	**3-4**
BAND 1	**Demonstrates limited knowledge to describe the issue.**	**1-2**

Use 0 for incorrect or irrelevant answers.

This section contains the band descriptors which explain the principles that must be applied when marking each question. The examiner must apply this when applying the marking scheme to the response. The descriptor for the band provides a description of the performance level for that band. The band descriptor is aligned with the Assessment Objective(s) targeted in the question.

Indicative content

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

- *the first Puritans – the Pilgrim Fathers – arrived in America aboard the Mayflower in November 1620 to set up the Plymouth Colony. However, they came ashore in November, just as winter was beginning. Conditions were very harsh and about half of the settlers died as a result of the cold weather and inadequate housing. In spring 1621 a Patuxet Indian, Squanto, came to their assistance. He spoke English and helped as an interpreter. He also taught them where to fish and how to plant corn. With his help the colony was able to survive, though relations with the local tribes were not easy;*
- *in the late 1620s more Puritans arrived and set up the Massachusetts Bay Colony (1629), centred on Boston. The colony thrived based on fishing, shipbuilding, trade and farming. It soon outgrew the original settlement and new colonies were created in Connecticut, New Hampshire, Rhode Island, and Maine. However, as colonies grew relations with some local Indians tribes deteriorated. In 1636 war broke out between the colonists and the Pequot Indians, and in 1675 they fought their former allies the Wampanoags;*
- *there were, however, many positives for the early settlers. They had gone to America to escape persecution and they were able to practise their religion freely. Following the example of the Mayflower Compact, Puritan colonists realised that success lay in cooperation amongst themselves, with decisions about how the colonies were run being made by a majority vote (early democracy). This made the colonies more cohesive and able to withstand setbacks. The Puritan colonies had a relatively normal population composition (cf Virginia where the male–female ratio was 4:1). The majority were families with parents still young enough to produce children, which meant that colonies could grow their populations. Puritans believed in hard work and a large family would help ensure the future of the colony.*

This section contains indicative content (see below under banded mark schemes Stage 2). It may be that the indicative content will be amended at the examiner's conference after actual scripts have been read. The indicative content is not prescriptive and includes some of the points a candidate might include in their response.

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Banded mark schemes

Banded mark schemes are divided so that each band has a relevant descriptor. The descriptor for the band provides a description of the performance level for that band. Each band contains marks. Examiners should first read and annotate a learner's answer to pick out the evidence that is being assessed in that question. Once the annotation is complete, the mark scheme can be applied. This is done as a two-stage process.

Banded mark schemes Stage 1 – **Deciding on the band**

When deciding on a band, the answer should be viewed holistically. Beginning at the lowest band, examiners should look at the learner's answer and check whether it matches the descriptor for that band. Examiners should look at the descriptor for that band and see if it matches the qualities shown in the learner's answer. If the descriptor at the lowest band is satisfied, examiners should move up to the next band and repeat this process for each band until the descriptor matches the answer.

If an answer covers different aspects of different bands within the mark scheme, a 'best fit' approach should be adopted to decide on the band and then the learner's response should be used to decide on the mark within the band. For instance, if a response is mainly in band 2 but with a limited amount of band 3 content, the answer would be placed in band 2, but the mark awarded would be close to the top of band 2 as a result of the band 3 content. Examiners should not seek to mark learners down as a result of small omissions in minor areas of an answer.

Banded mark schemes Stage 2 – **Deciding on the mark**

Once the band has been decided, examiners can then assign a mark. During standardising (marking conference), detailed advice from the Principal Examiner on the qualities of each mark band will be given. Examiners will then receive examples of answers in each mark band that have been awarded a mark by the Principal Examiner. Examiners should mark the examples and compare their marks with those of the Principal Examiner.

When marking, examiners can use these examples to decide whether a learner's response is of a superior, inferior or comparable standard to the example. Examiners are reminded of the need to revisit the answer as they apply the mark scheme in order to confirm that the band and the mark allocated is appropriate to the response provided.

Indicative content is also provided for banded mark schemes. Indicative content is not exhaustive, and any other valid points must be credited. In order to reach the highest bands of the mark scheme a learner need not cover all of the points mentioned in the indicative content but must meet the requirements of the highest mark band.

Where a response is not creditworthy, that is contains nothing of any significance to the mark scheme, or where no response has been provided, no marks should be awarded.

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UNIT 3: THEMATIC STUDY

3D. CHANGES IN PATTERNS OF MIGRATION c.1500 TO THE PRESENT DAY

Question 1

Mark allocation:	*AO1*	*AO2*	*AO3*	*AO4*
4	**4**			

Award one mark for each correct response:

a. Africa/Asia or more specifically India/South-east Asia/the Arab world

b. urban areas/industrial areas/towns and cities

c. cafés/ice-cream parlours

d. Poms

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Question 2

Mark allocation:	*AO1*	*AO2*	*AO3*	*AO4*
4		**2**	**2**	

Question: **Use Sources A, B and C to identify <u>one</u> similarity and <u>one</u> difference in the experiences of immigrants to Britain over time. [4]**

Band descriptors and mark allocations

	AO2 2 marks		**AO3 2 marks**	
BAND 2	**Identifies clearly one similarity and one difference.**	**2**	**Uses the sources to identify both similarity and difference.**	**2**
BAND 1	**Identifies either one similarity or one difference.**	**1**	**Uses the sources to identify either similarity or difference**	**1**

Use 0 for incorrect or irrelevant answers.

Indicative content

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

Similarities – A and C show people in support of refugees/immigrants; A and B (also C) show crowds of people gathered; B and C show British people/Londoners marching on the issue of immigration; B and C show people marching with banners/placards.

Differences – A and C show a posititive response/a welcome to immigrants, while B shows a negative response/an anti-immigration march; C shows a march in support of immigration, while B shows a march against immigration; A shows immigrants arriving in Britain, B shows a demonstration against immigrants coming to the UK. A shows a specific immigrant group – Belgians – while B and C are about immigrants in general.

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Question 3

Mark allocation:	*AO1*	*AO2*	*AO3*	*AO4*
6	**6**			

Question: **Describe the experiences of the early Puritan settlers in America in the seventeenth century. [6]**

Band descriptors and mark allocations

	AO1 6 marks	
BAND 3	**Demonstrates detailed knowledge to fully describe the issue set within the appropriate historical context.**	**5-6**
BAND 2	**Demonstrates knowledge to partially describe the issue.**	**3-4**
BAND 1	**Demonstrates limited knowledge to describe the issue.**	**1-2**

Use 0 for incorrect or irrelevant answers.

Indicative content

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

- *the first Puritans – the Pilgrim Fathers – arrived in America aboard the Mayflower in November 1620 to set up the Plymouth Colony. However, they came ashore in November, just as winter was beginning. Conditions were very harsh and about half of the settlers died as a result of the cold weather and inadequate housing. In spring 1621 a Patuxet Indian, Squanto, came to their assistance. He spoke English and helped as an interpreter. He also taught them where to fish and how to plant corn. With his help the colony was able to survive, though relations with the local tribes were not easy;*
- *in the late 1620s more Puritans arrived and set up the Massachusetts Bay Colony (1629), centred on Boston. The colony thrived based on fishing, shipbuilding, trade and farming. It soon outgrew the original settlement and new colonies were created in Connecticut, New Hampshire, Rhode Island, and Maine. However, as colonies grew relations with some local Indians tribes deteriorated. In 1636 war broke out between the colonists and the Pequot Indians, and in 1675 they fought their former allies the Wampanoags;*
- *there were, however, many positives for the early settlers. They had gone to America to escape persecution and they were able to practise their religion freely. Following the example of the Mayflower Compact, Puritan colonists realised that success lay in cooperation amongst themselves, with decisions about how the colonies were run being made by a majority vote (early democracy). This made the colonies more cohesive and able to withstand setbacks. The Puritan colonies had a relatively normal population composition (cf Virginia where the male–female ratio was 4:1). The majority were families with parents still young enough to produce children, which meant that colonies could grow their populations. Puritans believed in hard work and a large family would help ensure the future of the colony.*

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Question 4

Mark allocation:	*AO1*	*AO2*	*AO3*	*AO4*
6	**6**			

Question: **Describe the problems experienced by the early colonists in Patagonia.** **[6]**

Band descriptors and mark allocations

	AO1 6 marks	
BAND 3	**Demonstrates detailed knowledge to fully describe the issue set within the appropriate historical context.**	**5-6**
BAND 2	**Demonstrates knowledge to partially describe the issue.**	**3-4**
BAND 1	**Demonstrates limited knowledge to describe the issue.**	**1-2**

Use 0 for incorrect or irrelevant answers.

Indicative content

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

- *when they arrived in Puerto Madryn in 1865, the first settlers faced several struggles: the surrounding land was less hospitable and less suitable to their needs than they had been led to believe, and it did not provide them with the raw materials that would enable them to develop their colony;*
- *most of the early settlers were industrial workers and included tailors, cobblers, carpenters, brickmakers, and miners. There were only two farmers, which was far from ideal, particularly when they were being settled in what was supposed to be an area suitable for farming. Only one, John Williams, had even basic medical skills;*
- *despite receiving help from the indigenous Teheulche people, who taught them how to survive, the colony looked as if it would fail through lack of food. However, after receiving several mercy missions of supplies, the settlers persevered and finally marched the 40 miles to reach the proposed site for the colony in the Chubut valley. There they established the first permanent settlement of Rawson, at the end of 1865;*
- *by 1867, however, only 90 emigrants were left and it was a struggle to develop the irrigation canals needed to water the land. New arrivals, from both Wales and Pennsylvania, eventually boosted the population but it was still relatively limited in its ability to sustain itself, only gradually developing in size;*
- *in the early years the settlers also had to deal with a number of natural disasters, difficulties in establishing routes of communication and transport for people and goods, as well as a complex political relationship with Argentina.*

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Question 5

Mark allocation:	*AO1*	*AO2*	*AO3*	*AO4*
12	**2**	**10**		

Question: **Explain why many different immigrant groups came to Britain in the nineteenth century.** **[12]**

Band descriptors and mark allocations

	AO1 2 marks			**AO2 10 marks**	
			BAND 4	**Fully explains the issue with clear focus set within the apppropriate historical context.**	**9-10**
			BAND 3	**Explains the issue set within the appropriate historical context.**	**6-8**
BAND 2	**Demonstrates detailed knowledge and understanding of the key features in the question.**	**2**	**BAND 2**	**Partially explains the issue with some reference to the appropriate historical context.**	**4-5**
BAND 1	**Demonstrates some knowledge and understanding of the key features in the question.**	**1**	**BAND 1**	**Mostly descriptive response with limited explanation of the issue.**	**1-3**

Use 0 for incorrect or irrelevant answers.

Indicative content

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

- *during the nineteenth century Britain had an "open door" policy and took it as proof of the nation's superiority that so many immigrants wanted to make Britain their home;*
- *many waves of immigrants came to Britain for various reasons. There were push and pull factors involved. Many immigrants came from poorer areas for economic reasons or to escape religious or political persecution. Britain was also the centre of a huge empire and many of its inhabitants settled in Britain, particularly in the seaports that traded with the British Empire;*
- *Britain was also seen as a bastion of freedom, and a land of opportunity. Political refugees from across Europe came to Britain, for example the Italian nationalist Giuseppe Mazzini, Louis Kossuth the Hungarian revolutionary and Karl Marx. As the world's leading industrial nation, Britain also drew in talent who wanted to develop their ideas and create businesses, people such as Guigelmo Marconi, who started his Wireless and Telegraph Company in 1897. Other individual, including Oscar Wilde, George Bernard Shaw and Dame Adelina Patti, came because Britain offered cultural opportunities and fame;*

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- *among the waves of immigrants who came to Britain in the nineteenth century were:*
  - *Irish people, who began to arrive in large numbers during the famine of the 1840s. They came to escape poverty and arrived at a time when Britain was industrialising rapidly with its expanding railway networks, industrial towns and other projects such as Cardiff docks. Further, in the 1830s, the army was 40% Irish;*
  - *Jews, who also arrived in Britain throughout the nineteenth century. In the early part of the century, they tended to be wealthy, and included bankers such as the Rothschilds and Goldsmids who saw the opportunities created by the industrial revolution. After 1880 there was a new wave of poor Jewish immigrants from eastern Europe, particularly Russia. Over 200,000 arrived between 1880 and 1919. They were driven mainly by religious persecution, but also came to Britain to find work and escape poverty. Among them were skilled tailors like Montague Burton who saw the opportunities that Britain offered and produced cheap clothes for the mass market;*
  - *Italians, who also arrived throughout the nineteenth century. In the earlier part of the century, some skilled artisans began to make and sell instruments such as barometers. Others, for example street musicians, were driven by poverty. In the late nineteenth century a new wave of poor, uneducated economic migrants arrived. They came to be associated with the food trade, establishing cafes and ice-cream parlours.*

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Question 6

Mark allocation:	*AO1*	*AO2*	*AO3*	*AO4*
12	**2**	**10**		

Question: **How significant has the impact of EU immigration been on political and economic life in Britain in the twenty-first century? [12]**

Band descriptors and mark allocations

	AO1 2 marks			**AO2 10 marks**	
			BAND 4	**Fully explains the significance of the issue with clear focus set within the appropriate historical context.**	**9-10**
			BAND 3	**Explains the significance of the issue set within the appropriate historical context.**	**6-8**
BAND 2	**Demonstrates detailed knowledge and understanding of the key features in the question.**	**2**	**BAND 2**	**Partially explains the significance of the issue with some reference to the appropriate historical context.**	**4-5**
BAND 1	**Demonstrates some knowledge and understanding of the key features in the question.**	**1**	**BAND 1**	**Mostly descriptive response with limited explanation of the significance of the issue.**	**1-3**

Use 0 for incorrect or irrelevant answers.

Indicative content

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

- *in 1973 the UK joined the European Economic Community, which gave citizens of other member states the right to come to work in the UK. Initially the number of migrants from member countries was low, (just over 7,000 per year in the late twentieth century). This changed after eastern and central European nations joined what was by now the European Union (EU) in 2004 and the UK (unlike other EU states) chose not to exercise a seven-year block on workers from these poorer countries coming to work in the UK. The result was a dramatic increase in immigration from the new EU states, a level of immigration never seen before in Britain's history;*
- *between 1995 and 2015, the number of immigrants from other EU countries tripled from 900,000 to 3,300,000 million. In 2015, EU net immigration to the UK was 172,000, (29% of them Polish). In 2004 only 1·5% of the UK population was from the EU; by 2017 it was 5%;*

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- *many people claimed that EU immigrants took jobs from or reduced the pay of UK-born citizens. However, some studies presented findings that EU migrants often took jobs that UK citizens did not want, notably in agriculture, social care and hospitality. There was also no clear evidence to show that they had a negative effect on wages. In the areas of the UK with the largest numbers of EU migrants, the jobs and pay of UK-born workers has been the same as in other regions. Figures also show that the average adult EU migrant contributed £2,300 more to the UK government than the average UK resident. EU migrants were also less likely to make use of the NHS and avail themselves of other government benefits. On the other hand, other studies have indicated that EU migrants added to pressures on housing and school places in some areas;*
- *the high level of EU migration also played a significant part in the outcome of the 2016 referendum on the EU, which the Leave side won after securing 52% of the vote. EU migration to Britain has since declined noticeably. In the year before the referendum, EU migration was estimated at 189,000; by 2018 it had fallen to 57,000 – the lowest since 2009.*
- *the impact of EU immigration has played a significant part in political and economic debate over the past decade. Opponents of EU immigration often argue that they place an added burden on the state. However, supporters of immigration often argue that EU immigrants have generally been younger, better educated and more likely to be in work and less likely to claim benefits than UK-born residents.*

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Question 7

Mark allocation:	*AO1*	*AO2*	*AO3*	*AO4*	*SPaG*
20	**6**	**10**			**4**

Question: **To what extent have emigrants from Britain, over time, had a positive impact on the countries in which they settled? [16+4]**

Band descriptors and mark allocations

	AO1 6 marks		**AO2 10 marks**	
BAND 4	**Demonstrates very detailed knowledge and understanding of the key issue in the question including clear and detailed references to the Welsh context.**	**5-6**	**Fully analyses the importance of the key issue. There will be a clear analysis of the variations in the extent to which emigrants had a positive impact within the appropriate historical context.**	**8-10**
BAND 3	**Demonstrates detailed knowledge and understanding of the key issue in the question including clear references to the Welsh context.**	**3-4**	**Partially analyses the key issue along with a consideration of the variations in the extent to which emigrants had a positive impact in the historical context.**	**5-7**
BAND 2	**Demonstrates some knowledge and understanding of the key issue in the question.**	**2**	**Basic analysis while considering variations in the extent to which emigrants had a positive impact.**	**3-4**
BAND 1	**Generalised answer displaying basic knowledge and understanding of the key issue in the question.**	**1**	**Offers a generalised response with little analysis of variations in the extent to which emigrants had a positive impact.**	**1-2**

Use 0 for incorrect or irrelevant answers.

This question requires candidates to draw upon the Welsh context in their responses. This is assessed in AO1 and candidates who do not draw upon the Welsh context cannot be awarded band 3 or band 4 marks for this assessment objective. Candidates who do not draw upon the Welsh context may, however, be awarded band 3 or band 4 marks for AO2, for an appropriately detailed analysis of the key issue.

Indicative content

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

- *candidates may observe that the impact of emigrants from the UK have varied, depending on the time and place. While emigrants sought new lands for religious freedom or have helped develop the economies of many countries across the world, their impact on the aboriginal or indigenous peoples was often devastating;*

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- *in the late sixteenth, seventeenth and eighteenth centuries, most emigrants from Britain left for America. The Puritans who arrived in the 1620s and 1630s had a huge impact on the development of modern America. They were self-disciplined, hard-working and contributed to the economic development of the colonies which were soon thriving. In politics they laid the foundations for American democracy. Their belief that every true Christian was equal in the eyes of God was an idea which crossed over into political life. In their town meetings every church member had the right to speak, vote on decisions and help choose the town council. This was the beginning of American democracy. They believed in covenants (agreements) in all aspects of their lives, for example the Mayflower Compact. When America gained independence the first task of their newly elected politicians was to write a constitution, setting out how America would be governed. The universities that they set up spread their ideas about government and society such as rules regarding religious freedom, equality, the right to justice and a dislike of discrimination;*
- *many of the values we associate with the US, for example individualism, egalitarianism and optimism can be traced back to these early Puritans, (in spite of their relatively small numbers). We can see their impact in the Declaration of Independence – all men are created equal; and in the First Amendments to the constitution – the right to freedom of religion, free speech among others. However, these rights and freedoms were not shown to the indigenous people, nor to the slaves brought from Africa. The impact of European diseases, frequent wars and broken treaties all had a devasating impact on the indigenous peoples, who lost their land and often their culture to the emigrants;*
- *candidates may refer to the many thousands of British skilled workers such as Welsh iron workers, miners and quarrymen who emigrated in the nineteenth century and helped develop the economies of the host countries, particularly the US, which became the world's largest economy by the early twentieth century. Though the British government encouraged migration to the colonies, British emigrants often experienced opposition from indigenous peoples, for example the Maori, in what has become known as New Zealand, whose lands they were attempting to colonise. The Indian Rebellion (previously referred to as the Indian Mutiny), 1857 also showed that the British were not always welcomed as rulers;*
- *following the famine of the 1840s large numbers of Irish people emigrated, mainly to the US. Their arrival led to the development of the protestant, anti-immigration American/ Nativist/"Know Nothing Party", which was openly anti-Irish.Their answer was to organise their communities and in doing so they had a huge impact on life in the US. In politics they supported the Democratic Party, which was more tolerant of immigrants and in cities such as New York, Irish community leaders delivered the Irish vote for the Democrats (note, Tammany Hall). As a result the Irish dominated many areas of public life, becoming, for example, city workers, police officers and female teachers. They also organised industrially.The Molly Maguires defended Irish workers by attacking vindictive employers. Irish men also became prominent in the development of the trade union movement which sought to improve pay and conditions for workers;*
- *the Irish also had a major impact on the economic development of the US. They arrived just as the US was beginning to industrialise. Irish labour helped build railways, roads and towns. The railways had "an Irishman buried under every tie". Irish women were also in demand as maids, cooks and childminders. The Irish community was cohesive. Today the St Patrick's Day parade in New York is the biggest in the world;*
- *the 1860s also saw the founding of a Welsh colony in Patagonia. In economic terms its impact was limited, but, politically, it did ensure that Patagonia remained part of Argentina Further, in spite of pressure to assimilate, the Welsh language and culture survived and has recently undergone a revival;*
- *emigration from the UK continued into the twentieth century, though not on the scale seen in the nineteenth century. They settled mainly in parts of the world where English was already the dominant language and where society was settled and peaceful. The use of Assisted Passage schemes by Australia and Canada show that skilled workers were still needed and would have an impact in economic terms. Politically close links remain;*

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- *overall emigrants from Britain have had a huge impact – for better or for worse – across many areas of the world. This can be seen in the many countries worldwide which use English as their first language and others, such as India, where English is a common language. Most of these countries have also become democracies (India, the world's largest) in which freedom of speech and other rights are protected. Politically close links remain. Over 50 nations, representing one third of the world's population are members of the Commonwealth of Nations, and sports such as football, rugby and cricket also spread across the world via emigrants from Britain;*
- *to access AO1 Bands 3 and 4 candidates will need to make reference to the Welsh context, for example: Morgan Edwards and Elihu Yale and America's earliest universities (Brown and Yale); Welsh Quakers and their good relations with the Indians; 16 of the 56 signatories of the Declaration of Independence were of Welsh descent; Welsh American Gouverneur Morris is credited with having written the famous words of the preamble: "We the People of the United States …"; Sir George Everest – Surveyor General of India in the 1820s had the mountain named in his honour; the impact of skilled Welsh workers during the nineteenth century in the economic development of the US, Australia and Russia amon other places; Levi and Catherine Coffin, who helped 2,000 slaves esca*pe; *"Mattie" Hughes Cannon, first female state Senator; Welsh Americans who campaigned for prohibition; the experiences of the Welsh settlers in Patagonia; politicians with Welsh descent such as Thomas Jefferson, John Adams, Jefferson Davis (US), Billy Hughes, Julia Gillard (Australia); Welsh actors in the US, for example Anthony Hopkins; Catherine Zeta Jones, Matthew Rhys, Michael Sheen and Richard Burton; numerous Welsh place names around the world; or any other relevant Welsh national or local references.*

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After awarding a band and a mark for the response, apply the performance descriptors for spelling, punctuation and the accurate use of grammar (SPaG) and specialist language that follow.

In applying these performance descriptors:

- learners may only receive SPaG marks for responses that are in the context of the demands of the question; that is, where learners have made a genuine attempt to answer the question
- the allocation of SPaG marks should take into account the level of the qualification.

Band	Marks	Performance descriptions
High	4	• Learners spell and punctuate with consistent accuracy • Learners use rules of grammar with effective control of meaning overall • Learners use a wide range of specialist terms as appropriate
Intermediate	2-3	• Learners spell and punctuate with considerable accuracy • Learners use rules of grammar with general control of meaning overall • Learners use a good range of specialist terms as appropriate
Threshold	1	• Learners spell and punctuate with reasonable accuracy • Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall • Learners use a limited range of specialist terms as appropriate
	0	• The learner writes nothing • The learner's response does not relate to the question • The learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning

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