GCSE

WJEC GCSE Social Studies

Approved by Qualifications Wales

Sample Assessment Materials

Unit 1: Society and Social Issues

Teaching from 2026
For award from 2028



This Qualifications Wales regulated qualification is not available to centres in England.

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Ready for the world.

WJEC would like to thank the students and teachers of Fitzalan High School, Cardiff and Llanwern High School, Newport for their participation in the creation of these covers.

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Surname	Centre number	Candidate number
First name(s)		0

GCSE

3170U1

GCSE Social Studies – Unit 1
Society and Social Issues

1 hour 15 minutes
SAMPLE ASSESSMENT MATERIALS

Additional materials

- A ruler
- A calculator.

Instructions to candidates

Use black ink or black ball-point pen. Do **not** use gel pen or correction fluid.

You may use a pencil for graphs and diagrams only.

Write your name, centre number and candidate number in the spaces provided at the top of this page.

Answer **all** questions.

For examiner's use only		
Question	**Maximum mark**	**Mark awarded**
1.	**2**	
2.	**3**	
3.	**2**	
4.	**2**	
5.	**5**	
6.	**3**	
7.	**6**	
8.	**6**	
9.	**8**	
10.	**3**	
11.	**8**	
12.	**6**	
13	**6**	
Total	**60**	

Write your answers in the spaces in this booklet. If you need more space, use the additional page(s) at the back of this booklet. Number the question(s) correctly.

Information for candidates

The number of marks is given in brackets at the end of each question or part-question.

The total number of marks available is **60.**

You should think carefully about how you use your time.

Your responses must be clear, accurate and well presented.

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Answer **all** questions.

Examiner only

1. Identify **two** ways Senedd Cymru is structured differently to the UK Parliament. [2]

1 .....

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2.....

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2. Match these statements. Draw a line to connect the correct information. [3]

Voting for Senedd Members (MSs)	Citizens aged 16 and over
Voting in local elections in Wales	Citizens aged 18 and over
Voting for Members of Parliament (MPs)	Residents aged 16

3. Give an example of a society with: [2]

tribal or traditional governance:

.....

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authoritarian/totalitarian governance:

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4. Name the **two** socialisation techniques defined below. [2]

Definition of socialisation technique	Name of socialisation technique
Someone who serves as an example or inspiration to others. They display qualities, behaviours or achievements that others admire and want to copy.	
A punishment or disapproval used to enforce norms and discourage undesirable behaviour. Examples include fines or imprisonment.	

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5. (a) Outline **three** functions of NATO. [3]

Examiner only

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Source 1 – Number of NATO member states over time (1949 to 2024)

In 1949, 12 founding member states signed the North Atlantic Treaty and formed North Atlantic Treaty Organisation (NATO). Since 1949, the number of member states that have joined NATO has increased.

Year	Member states that accessioned (joined) in that year
1949	Belgium, Canada, Denmark, France, Iceland, Italy, Luxembourg, The Netherlands, Norway, Portugal, United Kingdom, United States
1952	Greece and Türkiye
1955	Federal Republic of Germany
1982	Spain
1999	Czechia, Hungary and Poland
2004	Bulgaria, Estonia, Latvia, Lithuania, Romania, Slovakia and Slovenia
2009	Albania and Croatia
2017	Montenegro
2020	Republic of North Macedonia
2023	Finland
2024	Sweden

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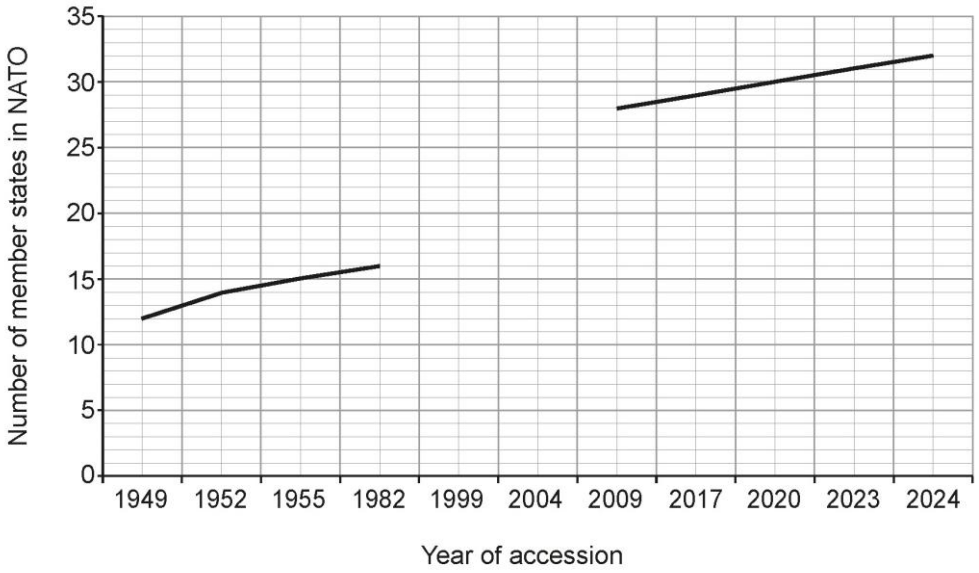
(b) Complete this line graph showing the increase in the number of member states from 1949 to 2004. [2]

Examiner only



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6. State what is meant by 'freedom of expression' as a right of citizens. [3]

Examiner only

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Examiner only

7. Outline environmental inequality in the Democratic Republic of Congo (DRC).

Use examples to illustrate your answer. [6]

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Examiner only

8. Rhodri is about to start primary school. His teacher will be Mrs. Evans and there will be 25 other children in his class.

Explain how education could socialise Rhodri. [6]

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9. (a) List **three** features of a command economy. [3]

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(b) Compare and contrast a market economy with a mixed economy. [5]

Examiner only

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10. Identify **three** characteristics of social issues. [3]

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3.…….

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11. (a) Outline **two** features of digital exclusion. [2]

1.....

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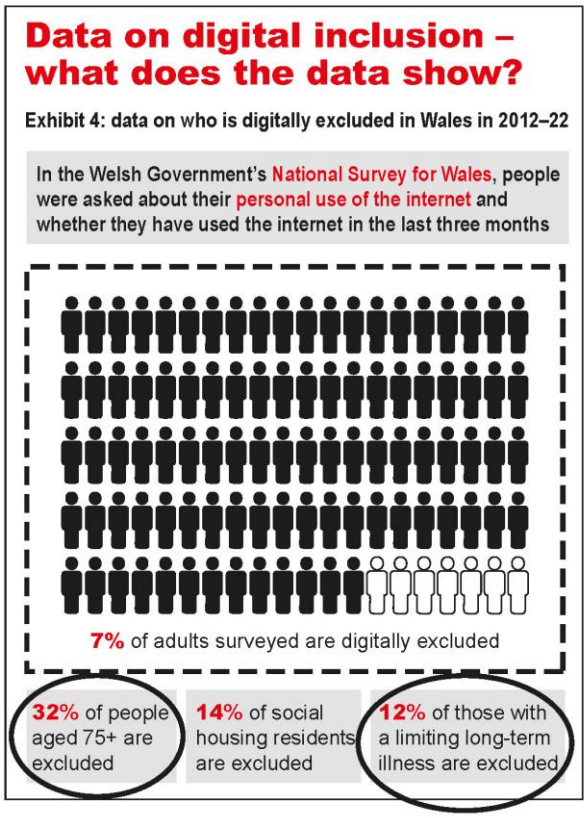
Examiner only

Source 2 – Digital exclusion data



(b) Explain why the characteristics circled in the source are overrepresented in the digitally excluded population. [6]

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Sources 3 and 4: National identity in Wales

In Census 2021, national identity was a self-determined assessment of respondents own identity; it could be the country or countries where they feel they belong or think of as home. It is not dependent on ethnic group or citizenship. Respondents could select more than one national identity. One of the options available was 'Welsh only'.

Source 3 – Outline map of local authority areas in Wales



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Examiner only

Source 4 – Percentage of people describing their national identity as 'Welsh only' in Census 2021, by local unitary authority:

Blaenau Gwent	68.00%
Bridgend	64.80%
Caerphilly	69.20%
Cardiff	46.70%
Carmarthenshire	62.10%
Ceredigion	46.70%
Conwy	42.00%
Denbighshire	44.70%
Flintshire	34.70%
Gwynedd	59.30%
Isle of Anglesey	55.60%
Merthyr Tydfil	70%
Monmouthshire	41.90%
Neath Port Talbot	68.30%
Newport	50.90%
Pembrokeshire	52.70%
Powys	42.00%
Rhondda Cynon Taf	69.80%
Swansea	58.80%
Torfaen	63.10%
Vale of Glamorgan	55.50%
Wrexham	50.20%
Mean of all unitary authorities in Wales	**55.32%**

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Examiner only

12. Discuss the patterns of people in Wales describing their national identity as 'Welsh only' in Census 2021.

Use Source 3 and 4 and your own knowledge and understanding. [6]

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13. (a) Name **one** charity working to reduce homelessness in Wales. [1]

Examiner only

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(b) 'Many organisations in Wales are working hard to reduce homelessness.'

Assess this view on homelessness in Wales [5]

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END OF QUESTIONS

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Examiner only

Question number	Additional page, if required. Write the question number(s) in the left-hand margin.
	…… ……

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MARK SCHEME

Guidance for examiners

Generic marking principles

- Marks awarded are always whole marks (not half marks, or other fractions).
- Answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.
- Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).
- Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

Positive marking

It should be remembered that candidates are writing under examination conditions and credit should be given for what the candidate writes, rather than adopting the approach of penalising candidates 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.

For questions that are objective or points-based, the mark scheme should be applied precisely. Marks should be awarded as indicated and no further subdivision made.

Mark schemes often list points which may be included in candidates' answers. The list is not exhaustive. The inclusion of 'Credit any other valid response.' (or similar instruction) within mark schemes allows for the possible variation in candidates' responses. Credit should be given according to the accuracy and relevance of candidates' answers.

Appropriate terminology is reflected in exemplar responses in mark schemes. However, unless there is a specific requirement within a question, candidates may be awarded marks where the answer is accurate but expressed in their own words.

Banded mark schemes

For band marked questions mark schemes are in two parts; the indicative content and the assessment grid.

The indicative content suggests the range of points and issues which may be included in candidates' answers. It can be used to assess the quality of the candidate's response. As noted above, indicative content is not intended to be exhaustive and candidates do not have to include all the indicative content to reach the highest level of the mark scheme.

However, to reach the highest level of the mark scheme a candidate must meet the requirements of the highest mark band. Where a response is not creditworthy, that is, it 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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The marking of banded mark questions should always be positive. This means that, for each candidate's response, marks are accumulated for the demonstration of relevant skills, knowledge and understanding: they are not deducted from a maximum on the basis of errors or omissions.

Examiners should first read and annotate the candidate's answer to pick out the evidence that is being assessed in that question. The mark scheme can then be applied. This is done as a two-stage process.

Stage 1 – Deciding on the band

Beginning at the lowest band, examiners should look at the candidate's answer and check whether it matches the descriptors for that band. If the descriptors at the lowest band are satisfied, examiners should move up to the next band and repeat this process for each band until the descriptors most closely matches the work.

Stage 2 – Deciding on the mark

Having determined the appropriate band, deciding on the mark within a band will be made on the basis of a 'best fit' procedure, weaknesses in some areas being compensated for by strengths in others.

Examiners should use the full range of marks available to them. Marking should be positive, rewarding achievement rather than penalising failure or omissions. The awarding of marks must be directly related to the marking criteria, and all responses must be marked according to the banded levels provided for each question.

Standardising material that has already been awarded a mark will be provided during standardising and this should be used as a reference material when assessing work. Examiners are reminded of the need to revisit the standardising material as they apply the mark scheme in order to confirm that the band and the mark allocated is appropriate to the work submitted.

This mark scheme instructs examiners to look for and reward valid alternatives where indicative content is suggested for an answer. This is not a checklist for expected content in an answer, or set out as a 'model answer', as responses must be marked in the banded levels of response provided for each question. Where a candidate provides a response that contains aspects or approaches not included in the indicative content, examiners should use their professional judgement to determine the validity of the response in light of the task and reward as directed by the bands. Candidates are free to choose any approach that is relevant to the set task. Candidates can (and will most likely) incorporate ideas other than those mentioned in the mark scheme.

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Question	Answer	AO1	AO2	AO3	Total Mark
1.	Identify **two** ways Senedd Cymru is structured differently to the UK Parliament.				
	Award **one** mark for each relevant difference, up to **two** marks, for example: • Senedd Cymru has just one chamber (unicameral) whereas the UK Parliament has two chambers (bicameral) (1) • Senedd Cymru has just 60 members in 2025 (will have 96 from May 2026) whereas there are approximately 1450 in the UK Parliament (1). Credit any other valid response.	2			2

Question	Answer	AO1	AO2	AO3	Total Mark
2.	Match these statements. Draw a line to connect the correct information.				
	Voting for Senedd Members (MSs) — Citizens aged 16 and over (1) Voting in local elections in Wales — Residents aged 16 (1) Voting for Members of Parliament (MPs) — Citizens aged 18 and over (1)	3			3

Question	Answer	AO1	AO2	AO3	Total Mark
3.	Give an example of a society with: tribal or traditional governance authoritarian/totalitarian governance:				
	Award **one** mark for each correct example: • tribal governance: bushman (San people) in Southern Africa, Māori in New Zealand, Inuit in the Arctic regions • totalitarian government: Nazi Germany, Stalin's Soviet Union, Maoist China, North Korea. Credit any other valid responses.	2			2

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Question	Answer	AO1	AO2	AO3	Total Mark
4.	Name the **two** socialisation techniques defined below.				
	Award **one** mark each for correctly named technique: Someone who serves as an example or inspiration to others. They display qualities, behaviours, or achievements that others admire and want to copy. **The use of role models** (1). A punishment or disapproval used to enforce norms and discourage undesirable behaviour. Examples include fines or imprisonment. **Negative sanction** (1).	2			2

Question		Answer	AO1	AO2	AO3	Total Mark
5.	(a)	Outline **three** functions of NATO				
	Award **one** mark for each correct function, up **three** marks for example: • collective defence – an attack against one member is an attack against all/ensure mutual protection and deters external threats (1) • crisis management – NATO can deploy military and civilian forces to take part in peacekeeping/disaster relief/conflict resolution (1) • cooperative security – promotes global security by working with non-member countries and international organisations (1) • deterrence and defence – NATO maintains military capabilities (such as nuclear deterrent) conducts regular military exercises/maintains rapid response force (1) • promoting democratic values – by encouraging rule of law and civilian control of military among members and across the world (1) • counter terrorism – NATO support this through intelligence sharing/training/operational support (1).	3			3

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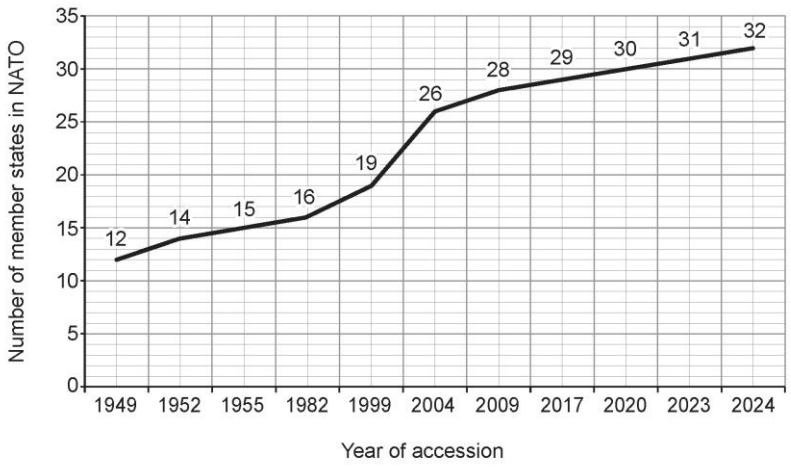
(b) **Source 1 – Number of NATO member states over time (1949 to 2024).**

In 1949, 12 founding member states signed the North Atlantic Treaty and formed North Atlantic Treaty Organisation (NATO). Since 1949, the number of member states that have joined NATO has increased.

Year	Member states that accessioned (joined) in that year
1949	Belgium, Canada, Denmark, France, Iceland, Italy, Luxembourg, The Netherlands, Norway, Portugal, United Kingdom, United States
1952	Greece and Türkiye
1955	Federal Republic of Germany
1982	Spain
1999	Czechia, Hungary and Poland
2004	Bulgaria, Estonia, Latvia, Lithuania, Romania, Slovakia and Slovenia
2009	Albania and Croatia
2017	Montenegro
2020	Republic of North Macedonia
2023	Finland
2024	Sweden

Complete this line graph showing the increase in the number of member states from 1949 to 2004.



Award **one** mark for a correct plot point of 19 at 1999.

Award **one** mark a correct plot point of 26 at 2004.

2 2

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Question	Answer	AO1	AO2	AO3	Total Mark
6.	State what is meant by 'freedom of expression' as a right of citizens.				
	Award **one** mark for each correct descriptive detail, up to **three** marks for example,: • it is the right to speak freely (1) • it is the right to share (and receive) information (1) • this freedom means that there is a lack of government censorship or retaliation (1) • there are different types of free expression such as verbal, written and artistic communication (1). Credit any other valid response.	3			3

Question	Answer
7.	Outline environmental inequality in the Democratic Republic of Congo (DRC). Use examples to illustrate your answer.
	Indicative Content
	Answers may refer to the following points. • **Unequal access to resources**: the DRC is rich in minerals like cobalt and copper, but most of the profits go to big companies and elites. Local people often live in poverty and don't benefit from the resources around them. • **Pollution from mining**: mining causes pollution in rivers and land. This harms the environment and the health of people living nearby, especially in poor communities. • **Lack of clean water and electricity**: many people in the DRC don't have clean water or electricity. This makes life harder and increases health risks, especially in rural areas. • **Deforestation**: forests are being cut down for farming and fuel. This affects Indigenous communities who rely on the forest and leads to loss of biodiversity. • **Climate change effects**: the DRC is very vulnerable to climate change. Poor communities are more affected by floods, droughts and food shortages because they have fewer resources to cope. • **Weak environmental laws**: the government does not always enforce environmental rules properly. This means pollution and damage often go unpunished, especially in areas where people have little power or voice. Credit any other valid response.

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Band	AO1
3	**5-6 marks** A convincing response that demonstrates: • effective knowledge and understanding of environment inequality in the DRC • precise outlining of the social issue with clear focus • effective use of examples • a clear answer that is well organised and well structured.
2	**3-4 marks** A good response that demonstrates: • clear knowledge and understanding of environment inequality in the DRC • general outlining of the social issue with some clear focus • some use of examples • a generally clear and structured answer.
1	**1-2 marks** A basic outline that demonstrates: • little knowledge and understanding of environment inequality in the DRC • limited outlining of the social issue that lacks clear focus • limited or no use of relevant examples • a lack of clarity in parts, and statements that are linked by a basic structure.
0	**0 marks** No response attempted or nothing worthy of credit.

Question	Answer
8.	Rhodri is about to start primary school. His teacher will be Mrs. Evans and there will be 25 other children in his class. Explain how education could socialise Rhodri.
	Indicative Content
	Answers may refer to the following points. • **Teaches norms and values**: education helps Rhodri to learn what is considered acceptable behaviour in society, like respecting others, cooperation and following rules. • **Promotes social integration/social cohesion**: it is likely that some of the 25 other children in his class will be people from different backgrounds, Rhodri will learn to get along with others and understand different perspectives. • **Preparation for the workplace**: education will also teach Rhodri and his classmates' punctuality, discipline and following instructions—skills needed in most jobs and roles in society. • **Transmits culture**: through teaching subjects like history, literature and religious studies, Mrs Evans will share their country's traditions, beliefs and shared identity with Rhodri and his classmates. • **Encourages meritocracy**: Rhodri and his classmates will learn that success comes from hard work and ability, which supports the idea that everyone has a fair chance to succeed. Credit any other valid response.

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Band	AO2
3	**5-6 marks** A convincing explanation that: • shows effective application of knowledge and understanding of how education can socialise individuals • provides precise details used to support answer • has effective links to the scenario • is a clear response that is well organised and well structured.
2	**3-4 marks** A good explanation that: • shows clear application of knowledge and understanding of how education can socialise individuals • provides some clear details used to support answer • has some clear links to the scenario • is a generally clear and structured response.
1	**1-2 marks** A basic explanation that: • shows little application of knowledge and understanding of how education can socialise individuals • lacks detail used to support answer • has limited or no links to the scenario • has a lack of clarity in parts, and statements that are linked by a basic structure.
0	**0 marks** No response attempted or nothing worthy of credit.

Question		Answer	AO1	AO2	AO3	Total Mark
9.	(a)	List **three** features of a command economy.				
		Award **one** mark for each correct feature, up to **three** marks, for example: • central (government) planned production (1) • public ownership (1) • limited consumer choice (1) • fixed prices and wages (1) • resource allocation based on national priority • no profit motive (1). Credit any other valid response.	3			3
	(b)	Compare and contrast a market economy with a mixed economy.				
		Indicative Content				
		Answer may refer to the following. **Similarities** • Private sector role: Both allow private ownership of businesses and property • Market mechanisms: Prices are influenced by supply and demand in both systems • Consumer choice: Individuals can choose what to buy and sell				

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- Profit motive: Businesses operate to earn profits in both economies.

Differences

Market economy	Mixed economy
Minimal government intervention	Government plays a significant role alongside the private sector
Public services may be limited or privatised	Public services like healthcare and education are often state funded
Economic decisions driven purely by market forces	Combines market forces with government planning and regulation
Inequality may be higher due to lack of redistribution mechanisms	Aims to reduce inequality through taxes and welfare programmes

Credit any other valid response.

Band	AO3
3	**5 marks** A convincing and balanced response that demonstrates: • effective identification of similarities and differences • effective focus on both types of economies • a well organised and well-structured response.
2	**3-4 marks** A good and generally balanced response that demonstrates: • clear identification of similarities and differences • mostly clear focus on both types of economies • a generally clear and structured response.
1	**1-2 marks** A basic and unequal response that demonstrates: • limited identification of similarities and differences • little consideration of both types of economies • a lack of clarity in parts with statements that are linked by a basic structure.
0	**0 marks** No response attempted or nothing worthy of credit.

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Question	Answer	AO1	AO2	AO3	Total Mark
10.	Identify **three** characteristics of social issues.				
	Award **one** mark for each correct characteristics, up to **three** marks, for example: • deviation from the norms in society (1) • possibility of different impacts on different individuals (1) • recognised as being harmful to individuals, society or the physical world (1) • solved through action, regulation or resources (1) • possibility of an impact on equality (1). Credit any other valid response.	3			3

Question		Answer		AO1	AO2	AO3	Total Mark
11.	**(a)**		Outline **two** features of digital exclusion.				
			Award **one** mark for each correct feature, up to **two** marks, for example: • having no access or limited access to the digital world (1) • having a lack of understanding / awareness / skills / confidence in relation to the digital world (1) • not being able to access the opportunities provided by the digital world because of an impairment that prohibits usual access (1). Credit any other valid response.	2			2

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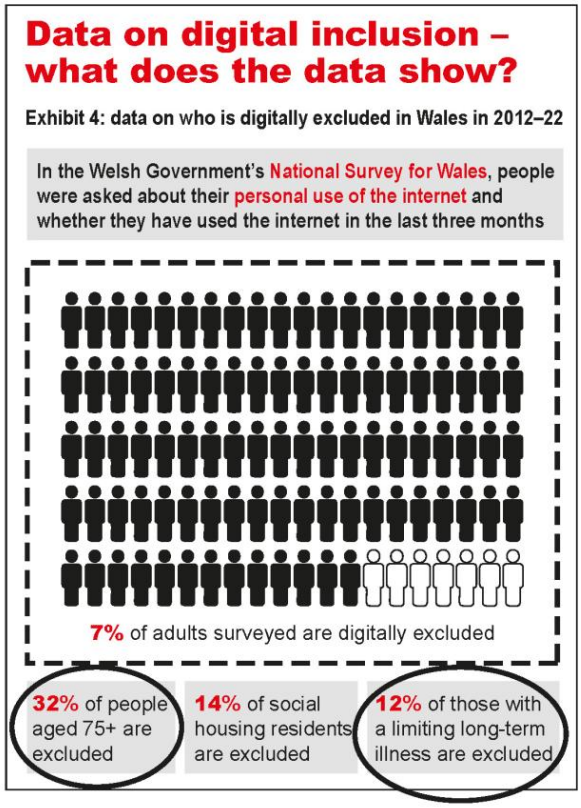
(b) **Source 2 – Digital exclusion data**



Explain why the characteristics circled in the source are overrepresented in the digitally excluded population.

Indicative Content

Answers may refer to the following points.

Age

- People in the 75+ category did not 'grow up' with the digital services and are having to catch-up with younger generations in terms of digital skills and confidence.
- People in the 75+ category may suffer from age related conditions such as visual or hearing impairments, reduced dexterity etc which make using digital services more difficult.
- People in the 75+ category may not trust digital services because of issues with online safety or may just prefer to use more traditional services, as these are more familiar (so by choice are not digitally included).

Disability

- People with a disability may require more specialised training and help, many training programmes do not accommodate individuals with different learning needs.
- People with a disability may find the digital world like websites, apps etc are not designed with accessibility in mind. Services may not be set up for people with visual impairments, cognitive disabilities, or problems with fine motor control.
- People with a disability, even if working, are more likely to be living in poverty or face extra costs because of their disability. Financial pressures may mean a restricted ability to afford appropriate assistive technology or data contracts.

Credit any other valid response.

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Band	AO2
3	**5-6 marks** A convincing explanation that: • shows effective application of knowledge and understanding of digital exclusion • gives effective clear reasons/causes • is a clear response that is well organised and well structured.
2	**3-4 marks** A good explanation that: • shows clear application of knowledge and understanding of digital exclusion • gives some clear reasons/causes • is a generally clear and structured response.
1	**1-2 marks** A basic explanation that: • shows little application of knowledge and understanding of digital exclusion • gives limited reasons/causes • has a lack of clarity in parts, and statements that are linked by a basic structure.
0	**0 marks** No response attempted or nothing worthy of credit.

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Question	Answer

12. **Sources 3 and 4: National identity in Wales**

In Census 2021, national identity was a self-determined assessment of respondents own identity; it could be the country or countries where they feel they belong or think of as home. It is not dependent on ethnic group or citizenship. Respondents could select more than one national identity. One of the options available was 'Welsh only'.

Source 3 – Outline map of local authority areas in Wales.



Source 4 – Percentage of people describing their national identity as 'Welsh only' in Census 2021, by local unitary authority.

Blaenau Gwent	68.00%
Bridgend	64.80%
Caerphilly	69.20%
Cardiff	46.70%
Carmarthenshire	62.10%
Ceredigion	46.70%
Conwy	42.00%
Denbighshire	44.70%
Flintshire	34.70%
Gwynedd	59.30%
Isle of Anglesey	55.60%
Merthyr Tydfil	70%
Monmouthshire	41.90%
Neath Port Talbot	68.30%
Newport	50.90%
Pembrokeshire	52.70%
Powys	42.00%
Rhondda Cynon Taf	69.80%
Swansea	58.80%
Torfaen	63.10%
Vale of Glamorgan	55.50%
Wrexham	50.20%
Mean of all unitary authorities in Wales	**55.32%**

Discuss the patterns of people in Wales describing their national identity as 'Welsh only' in Census 2021.

Use Source 3 and 4 and your own knowledge and understanding.

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Indicative Content	
	Answers may refer to the following patterns. Pattern 1: Lower percentages of 'Welsh only' identity in unitary authorities that border with England (Flintshire 34.70%; Wrexham 50.20%; Powys 42.0%; Monmouthshire 41.9%). • Proximity to England and higher levels of inward migration. • More commuter towns and retirees from England, diluting the sense of a singular Welsh identity. Pattern 2: Higher percentages of 'Welsh only' identity in 'valleys' communities (Torfaen 63.10%; Blaenau Gwent 68%; Caerphilly 69.20%; Merthyr Tydfil 70%; Rhondda Cynon Taf 68.90%). • Strong historical and cultural ties to Welsh identity, largely drawn from living in areas previously known for coal mining and steel industries. • Less inward migration from other parts of the UK or abroad, especially now coal and steel industries have declined. Pattern 3: Lower percentages in urban than in rural Wales (Cardiff 46.70%; Newport 50.90%) • Urban areas tend to have more ethnically and nationally diverse populations, reducing the proportion identifying as 'Welsh only'. People in urban areas may identify as 'British', 'Welsh-British' or 'non-UK' nationalities. • Rural or post-industrial areas often have stronger local identity and community cohesion than urban areas, so may be more likely to identify as 'Welsh-only'. Credit any other valid response.

Band	AO2
3	**5-6 marks** A convincing discussion that: • shows effective application of knowledge and understanding of data in Source 4 and patterns of Welsh only national identity • presents key details effectively • is a clear response that is well organised and well structured.
2	**3-4 marks** A convincing discussion that: • shows effective application of knowledge and understanding data in Source 4 and patterns of Welsh only national identity • presents some key details clearly • is a clear response that is well organised and well structured.
1	**1-2 marks** A basic discussion that: • shows little application of knowledge and understanding of f data in Source 4 and patterns of Welsh only national identity • presents limited key details • has a lack of clarity in parts, and statements that are linked by a basic structure.
0	**0 marks** No response attempted or nothing worthy of credit.

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Question		Answer	AO1	AO2	AO3	Total Mark
13.	(a)	Name **one** charity working to reduce homelessness in Wales.				
		Award **one** mark for a correctly named charity, for example: • Cymorth Cymru (1) • Hafan Cymru (1) • Llamau (1) • Shelter Cymru (1) • The Wallich (1). Credit any other valid response.	1			

Question		Answer
13.	(b)	'Many organisations in Wales are working hard to reduce homelessness.' Assess this view on homelessness in Wales.

Indicative Content

Answer may refer to the following points.

Points in support of this view

- Multiple active charities: Organisations like The Wallich, Shelter Cymru, Llamau, and Cymorth Cymru are actively delivering services across Wales.
- Government collaboration: Many charities work in partnership with the Welsh Government to influence policy and secure funding for homelessness prevention.
- Holistic support services: These organisations provide not just shelter, but also mental health support, addiction services, and employment training.
- Youth and women-focused initiatives: Groups like Llamau and Hafan Cymru target vulnerable demographics, showing a tailored approach to homelessness.
- Public awareness campaigns: Regular campaigns and research reports help raise awareness and push for systemic change.

Points against this view

- Persistent homelessness rates: Despite efforts, rough sleeping and hidden homelessness remain significant issues in many Welsh communities.
- Funding challenges: Many organisations face unstable or insufficient funding, limiting the scale and consistency of their services.
- Post-Covid pressures: The pandemic and cost-of-living crisis have increased housing insecurity, outpacing the capacity of support services.
- Inconsistent regional coverage: Some rural or less populated areas in Wales may lack access to the same level of support as urban centres.
- Systemic barriers remain: Issues like lack of affordable housing, welfare delays, and mental health service gaps continue to undermine progress.

Credit any other valid response.

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Band	AO3
3	**5 marks** A convincing assessment that demonstrates: • effective evaluation with clear arguments presented about homelessness in Wales • clear and informed judgements made about the statement • effective use of relevant examples • a well organised and well-structured response.
2	**3-4 marks** A good assessment that demonstrates: • clear evaluation with some clear arguments presented about homelessness in Wales • some clear and informed judgements made about the statement • use of examples that are mostly relevant • a generally clear and structured response.
1	**1-2 marks** A basic assessment that demonstrates: • little evaluation with lack of clear arguments presented about homelessness in Wales • limited judgements made about the statement • minimal use of relevant examples • a lack of clarity in parts with statements that are linked by a basic structure.
0	**0 marks** No response attempted or nothing worthy of credit.

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Mapping of questions to specification content and assessment objectives: Unit 1

Question		Mark allocation														
		Topic and Section												Total Marks	AO1 Marks	AO2 Marks	AO3 Marks
		1.1				1.2				1.3							
		1.1.1	1.1.2	1.1.3	1.1.4	1.1.5	1.2.1	1.2.2	1.2.3	1.3.1	1.3.2	1.3.3	1.3.4				
1							2							2	**2**		
2								3						3	**3**		
3		2												2	**2**		
4					2									2	**2**		
5	a						3							3	**3**		
5	b		2											2		**2**	
6									3					3	**3**		
7													6	6	**6**		
8					6									6		**6**	
9	a	3												3	**3**		
9	b	5												5			**5**
10										3				3	**3**		
11	a											2		2	**2**		

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11	b											6		6		**6**	
12						6								6		**6**	
13	a										1			1	**1**		
13	b										5			5			**5**
Total marks														**60**	**30**	**20**	**10**

GCSE Social Studies SAMs Unit 1

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Source Acknowledgements

Source 2	'Digital inclusion in Wales. Report of the Auditor General for Wales.' Published by Audit Wales March 2023 Link: https://www.audit.wales/sites/default/files/publications/digital-inclusion-eng.pdf

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