



# **GCSE MARKING SCHEME**

**SUMMER 2012**

**HISTORY - THEMATIC STUDY**

**DEVELOPMENTS IN SPORT, LEISURE AND  
TOURISM IN WALES AND ENGLAND, c. 1900 TO  
THE PRESENT DAY**

**4283/01**

## NOTE ON THE QUALITY OF WRITTEN COMMUNICATION

Examiners are required to credit the quality of written communication for each candidate's performance on particular questions. These are questions 1(e) and either 2(d) or 3(d). 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:

<b>Level 1</b>	the text is generally legible; aspects of spelling, punctuation and grammar are clear; some information is presented in a suitable manner
<b>Level 2</b>	most of the text is legible; spelling, punctuation and grammar are used to make the meaning clear; information is presented in a suitable format.
<b>Level 3</b>	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
<b>Level 4</b>	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 4283/01 DEVELOPMENTS IN SPORT, LEISURE AND TOURISM IN WALES AND ENGLAND, C. 1900 TO THE PRESENT DAY.**

**MARKING SCHEME**

**SECTION A**

**Question 1 (a)**

Target:	Understanding of source material		
Mark allocation:	AO1	AO2	AO3
<b>2</b>			<b>2</b>

Question: **What does Source A show you about chapel activities in the early 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:

*Sunday schools organised a procession through a town/village.*  
*Source A shows that Sunday School processions were well attended.*  
*They were accompanied by brass bands.*

**Question 1 (b)**

Target:	Understanding of source material; recall and deployment of knowledge		
Mark allocation:	AO1	AO2	AO3
<b>4</b>	<b>2</b>		<b>2</b>

Question: **Use the information in Source B and your own knowledge to explain why radio was popular in the 1920s and 1930s.** [4]

Use 0 for incorrect or irrelevant answers.

**LEVEL 1 Generalised answer; uses content of source only.** [1/2]

*Eg: The BBC radio provided a combination of live theatre, classical music and news programmes in order to appeal to the listening public. Mass production methods in the 1930s made radios affordable so that most households could have a radio.*

**LEVEL 2 Development of the content with an attempt to provide some explanation. Needs explanation and background knowledge/context for highest mark.** [3/4]

*Eg: Radio was popular in the 1920s and 1930s because it was a new form of popular entertainment and information. The BBC had been formed in the 1920s to be in charge of broadcasting. As the 1930s progressed, a greater variety of programmes was presented – drama, sport, light entertainment, religion, interviews and discussion – and these were popular with people. A Welsh service was created in 1937 and this was popular too.*

**Question 1 (c)**

Target:	Analysis and evaluation of source material; reaching supported judgement		
Mark allocation:	AO1	AO2	AO3
<b>5</b>		<b>1</b>	<b>4</b>

Question: **How far does Source C support the view that cinema attendance increased from the 1990s?** [5]

Use 0 for incorrect or irrelevant answers.

**LEVEL 1** **Generalised answer; weak reference to content of source only.** [1/2]

*Eg: It tells us that fewer people went to the cinema from the late 1960s but there was an increase from the 1990s.*

**LEVEL 2** **Discusses content of source with an attempt at a judgement on the extent of support for the view.** [3/4]

*Eg: Source C tells us that cinema attendance had fallen so low from the late 1960s that some cinemas were demolished or turned into bingo halls. However, special effects and high quality sound were then introduced into cinemas and this made people want to see major films like Jurassic Park and Independence Day. New 'multiplex' cinemas were built to cater for this increased attendance.*

**LEVEL 3:** **Answers uses the source and its authorship or contextual knowledge to offer a reasoned judgement on the extent of support for the view.** [5]

*Eg: The source, written in an article on the history of cinema, does support the view that cinema attendance recovered from the 1990s because it says that "cinema audiences increased for the first time since the Second World War". It also says that people wanted to see major films in the cinema, even though they might but them on video later. The Source is probably based on some research and therefore, it fully supports the view that is expressed.*

**Question 1 (d)**

Target:	Critical analysis and evaluation of source material; deployment of knowledge		
Mark allocation:	AO1	AO2	AO3
<b>6</b>	<b>2</b>	<b>1</b>	<b>3</b>

Question: **How useful is Source D to an historian studying the appeal of pop music in the 1960s?** [6]

Use 0 for incorrect or irrelevant answers.

**LEVEL 1** **Generalised answer; paraphrases content of source.** [1/2]

*Eg: Source D says that the Rolling Stones group were very appealing.*

**LEVEL 2** **Considers usefulness of the source in terms of its content only**  
**OR**  
**Deals with some aspects of content; refers to authorship** [3]

*Eg: Source D is useful because it shows how people in 1964 attended a concert in Wembley Stadium. It shows how the audience could get really close to the pop musicians and indicates how the audience reacted – like a hysterical, screaming mob. The source is from an interview with Anne Millington remembering her experiences as a teenager in the 1960s.*

**Deals with content of source well and begins to consider origin or purpose of source.** [4]

*Eg: Source D, published in 1999, is a useful account of the appeal of pop music in the 1960s because it is from someone who attended a pop music concert in 1964. It is useful because it the person was there at the time, as an eye-witness. However, the memories were collected more than 30 years after the event and the usefulness may be affected by the passage of time.*

**LEVEL 3:** **Gives an evaluation with some imbalance, considering utility in terms of issues such as content, origin and purpose of source.** [5]

**Gives a reasoned and balanced evaluation, considering utility in terms of issues such as content, origin and purpose of source.** [6]

*Eg: Source D, published in 1999 as part of a collection of memories of the 1960s, provides useful and fairly reliable evidence of the appeal of pop music in the 1960s. It was written in order to inform people about the appeal of the 1960s. The information is informative and gives a real feeling of what it was like to attend a live pop concert at the time. As such, Source D should be very useful to an historian studying the appeal of pop music in the 1960s, used alongside other historical evidence such as the appeal of other groups, like The Beatles, as well as pop music magazines and pop records which were produced at the time.*

**Question 1 (e)**

Target:	Recognition and explanation of different historical interpretations; deployment of knowledge quality of written communication		
Mark allocation:	AO1	AO2	AO3
<b>8</b>	<b>2</b>	<b>2</b>	<b>4</b>

Question: **Why do Sources E and F have different views about the impact of television?** [8]

Use 0 for incorrect or irrelevant answers.

**LEVEL 1** **Generalised answer; paraphrases the sources; may contain irrelevancy.** [1/2]

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

*Eg: Source E tells us that the George family had a television from 1951. Source F says that television has had positive effects but also bad effects.*

**LEVEL 2** **Starts to explain the different views in terms of either their content or their authorship; limited development is seen.** [3/4]

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

*Eg: In Source E, Gerry George is saying that his family had a television set from 1951, when he was in his early teens. Ever since then his whole life has been focussed on that tiny 'box' which, at that time would have had a very small screen. He is very grateful to the BBC for some memorable viewing. The authors in Source F have a more balanced view of the impact of television.*

**LEVEL 3** **Explains the difference in the views with clear reference to both content and authorship.** [5/6]

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

*Eg: The author of Source E has written his memories of television from a personal point of view, from a lifetime of viewing, starting at a time when television was in its infancy. Source F is written from a less personal point of view. The authors here have produced a specialist study of sport, leisure and tourism. They would have studied evidence which shows the positive effects of television and the bad effects – television stops social interaction, too much bad language and violence – which the author of Source E does not take into account.*

**LEVEL 4**      **Developed explanation with good support from the sources and own knowledge; detailed consideration of the authorship of each source; some routine elements still seen.** [7]

**Balanced and developed explanation with good support from the sources and own knowledge; detailed consideration of the authorship of each source; answer is sophisticated and integrated.** [8]

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

*Eg: The two sources provide interesting, and contrasting, views about television. The author of Source E is definitely affected by the conditions in which he grew up, when television was an ever expanding medium of entertainment. His view may also have been affected by the fact that he is a TV presenter and an actor who has enjoyed being in the limelight that television can provide for presenters and actors. The authors of Source F, writing in 1998, are less personal and less biased. They would have done research on the development of television and a more balanced view has been reached by them, with the benefit of hindsight.*

## SECTION B

### Question 2(a)

Target:	Understanding of source material		
Mark allocation:	AO1	AO2	AO3
<b>2</b>			<b>2</b>

Question: **What does this picture show you about the Olympic Games?** [2]

Use 0 for incorrect or irrelevant answers.

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

The following can be credited:

*The 1948 Olympic Games was held at Wembley.*

*The picture shows that a torch bearer is at the Opening Ceremony.*

*There is a 'motto'/mission statement of the Olympic Games.*

### Question 2(b)

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

Question: **Describe the achievement of ONE sporting star that you have studied.** [5]

(Candidates can choose any sporting star that they have studied.)

Use 0 for incorrect or irrelevant answers.

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

*Eg: Jonathan Davies played Rugby Union and Rugby League/Tanni Grey-Thompson was an outstanding disabled/paralympic athlete.*

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

*Eg: Jonathan played rugby in South Wales for Neath and Llanelli, and won several international caps playing for Wales. He then 'moved North', to play professional Rugby League for Widnes and, later, Warrington. He achieved the highest success at this level, too, playing for the Great Britain Rugby League team. He returned to Wales in the 1990s, to play for Cardiff in the new professional era. He retired from rugby to take up a career in TV. Jonathan showed that you could have an amateur and a profession sporting career and use your experience to create a successful TV career.*

**LEVEL 3 A fully developed description with three or more accurate points made.** [5]

*Eg: Tanni won 16 Olympic medals, at varying distances, 11 of which were gold. She competed successfully in 5 London marathons and finally retired from sport in 2007. Tanni raised the profile of Disability Sport; no longer do disabled athletes have to take part in their own Paralympics, they now feature on the same programme as physically able athletes. She has been awarded the title of 'Dame' (of the British Empire), because of her contribution to Disability Sport. Tanni is now a member of the House of Lords, where she can speak up on behalf of Disability Sport.*



**Question 2(c) (i)**

Target:	Recall and deployment of knowledge; explanation of key historical features and characteristics		
Mark allocation:	AO1	AO2	AO3
<b>4</b>	<b>2</b>	<b>2</b>	

Question: **Explain why there was a growth in spectator sport in the early twentieth century.** [4]

Use 0 for incorrect or irrelevant answers.

**LEVEL 1 Generalised answer; only one reason given OR description only** [1/2]

*Eg: Sport was becoming part of many people's lives. There were more opportunities for some people to play sport and for others to spectate.*

**LEVEL 2 More detailed and accurate explanation which discusses at least two reasons.** [3/4]

*Eg: There were lots of great sporting achievements which encouraged support. The 1920s was the 'golden age of Welsh soccer'. Cardiff City was in the First Division and won the FA Cup in 1927. This would have encouraged people to watch this sport. Similarly, Wales's 13-12 victory in rugby over the New Zealand All Blacks in 1935, would have encouraged support for this sport after a period of non-achievement and decline. Other spectator sports also benefited from successful achievement – Tommy Farr in boxing between 1927 and 1939; and in cricket, the 'Bodyline series' of the early 1930s. Other reasons include: the influence of radio broadcasting; comics and magazines made much of 'sporting heroes'; the use of the railways made attendance at football league away games possible; and because of 'the weekend habit' and increasing free time.*

**Question 2(c) (ii)**

Target:	Recall and deployment of knowledge; explanation of key historical features and characteristics		
Mark allocation:	AO1	AO2	AO3
<b>4</b>	<b>2</b>	<b>2</b>	

Question: **Explain why there have been increased opportunities to take part in sport from the late twentieth century onwards.** [4]

Use 0 for incorrect or irrelevant answers.

**LEVEL 1 Generalised answer; only one reason given OR description only.** [1/2]

*Eg: There has been more free time for many and a greater awareness of the need to take part in sport as part of a healthy lifestyle.*

**LEVEL 2 More detailed and accurate explanation which discusses at least two reasons.** [3/4]

*Eg: In the later part of the twentieth century, more recreational and leisure facilities were made available both publicly and privately. These include swimming pools with a variety of activities in them, sports halls with multi-facility activities, all-weather pitches and both indoor and outdoor bowling rinks, for example. These facilities were provided to cater to a variety of age ranges and to a variety of interests. The obesity epidemic of current times has made the need to take part in sport an ever-increasing necessity in order to support a healthier lifestyle.*

**Question 2(d)**

Target:	Recall and deployment of knowledge; analysis of key concepts; quality of written communication		
Mark allocation:	AO1	AO2	AO3
<b>10</b>	<b>4</b>	<b>6</b>	

Question: **Has sponsorship been the main reason for the increasing popularity of sport since 1900?** [10]

Use 0 for incorrect or irrelevant answers.

**LEVEL 1 Generalised answer; simple response which offers little support [1/2]**

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

*Eg: Sponsorship has been a more recent reason for the popularity of sport.*

**LEVEL 2 To distinguish between 3 and 5 marks apply the following framework: [3/5]**

**For 3-4 marks:** A basic one-sided answer with some contextual support **OR** a very weak two-sided answer with limited contextual support.

**For 5 marks:** A reasoned one-sided answer with contextual support **OR** a weak two-sided answer with some contextual support.

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

*Eg: Answers will assert that sponsorship has been an important development in the increasing popularity of sport but only since the 1950s. In 1957 Whitbread offered prize money to sponsor the Ascot Gold Cup in horse racing. The benefits that sponsorship brought to advertising were so effective, and the extra money that was brought into sport was so generous, that lots of sporting teams since have accepted sponsorship – the Welsh rugby team have recently changed their sponsor from Brains to Admiral.*

**LEVEL 3 To distinguish between 6 and 8 marks apply the following framework: [6/8]**

**For 6-7 marks:** A developed one-sided answer with good contextual support **OR** an unbalanced two-sided answer with contextual support.

**For 8 marks:** A two-sided answer with good contextual support but lacking some detail or balance.

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

*Eg: Answers will begin to offer a judgement with good reasoning. Sponsorship is a very important reason for the increasing popularity of sport, but there are lots of other factors: the influence of radio broadcasting from the 1920s; the contribution of sporting heroes like David Beckham in football and Kelly Holmes in the Olympics; there have been more opportunities for participation in sport; and television has played a major part.*

**LEVEL 4**      **To distinguish between 9 and 10 marks apply the following framework:**  
**[9/10]**

**For 9 marks:** A reasoned and supported two-sided answer with balance, using mostly accurate and relevant historical detail.

**For 10 marks:** A reasoned and supported two-sided answer with good balance, using fully accurate and relevant historical detail and with a clear judgement.

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

*Eg: Answers will clearly evaluate the issue in the question. Answers will discuss the contribution of sponsorship. Expect reference to the contribution of other factors, too. Television is now a primary reason for the increasing popularity of sport and radio has been a factor since the 1920s. However, there is no more inspiration for the popularity of sport than the success of the local sporting hero. The increasing popularity of sport cannot be attributed to just one factor mainly; it is multi-causal. There must be a strong degree of historical perspective and coverage to gain this Level.*

**Question 3(a)**

Target:	Understanding of source material		
Mark allocation:	AO1	AO2	AO3
<b>2</b>			<b>2</b>

Question: **What does this picture show you about a Butlin's holiday camp?** [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:

*Campers did early morning exercises.*

*The picture shows that there were chalets at this camp.*

*There was a camp at Bognor Regis in 1938.*

**Question 3(b)**

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

Question: **Describe the holidays taken by well-to-do people in the early twentieth century.** [5]

Use 0 for incorrect or irrelevant answers.

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

*Eg: Richer people may have taken holidays abroad or at an inland spa.*

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

*Eg: Well-to-do people were able to take grand holidays. They may have rented a villa at Hove or Torquay, on the south coast of England, or they may have stayed in grand hotels at Llandudno or Bournemouth. They were intrepid travellers and may even have gone further afield to Continental spots like Monte Carlo, Biarritz or Deauville. A European Tour was considered to be essential for rich young people in their teens.*

**LEVEL 3** **A fully developed description with three or more accurate points made.** [5]

*Eg: As for Level 2 plus In the 1930s, there was the opportunity to fly abroad or to travel by car and cross-Channel ferry. Well-to-do people also visited inland spas like Bath and Harrogate, as well as some of the spa towns of Mid Wales, to 'take the waters'.*

**Question 3(c) (i)**

Target:	Recall and deployment of knowledge; explanation of key historical features and characteristics		
Mark allocation:	AO1	AO2	AO3
<b>4</b>	<b>2</b>	<b>2</b>	

Question: **Explain why more people took holidays in Britain from 1945 to 1965.** [4]

Use 0 for incorrect or irrelevant answers.

**LEVEL 1 Generalised answer; only one reason given OR description only.** [1/2]

*Eg: After the restrictions of the Second World War, people wanted freedom to go on holiday. Foreign holidays were not yet available for the mass of British people.*

**LEVEL 2 More detailed and accurate explanation which discusses at least two reasons.** [3/4]

*Eg: There was great relief in 1945 when war was finally over. People looked forward to taking holidays again at the resorts that were popular before the war. During the 1950s and 1960s, living standards rose steadily. Unemployment was low and wages were rising. More people were entitled to holidays with pay and one area where people chose to spend their money was on holidays. Better transport was available by road and by rail and there was better selling and advertising of holidays. Guest houses and holiday camps continued to be popular and caravan holidays became popular, too. This was the high point of British holidays.*

**Question 3(c) (ii)**

Target:	Recall and deployment of knowledge; explanation of key historical features and characteristics		
Mark allocation:	AO1	AO2	AO3
<b>4</b>	<b>2</b>	<b>2</b>	

Question: **Explain why the increase in car ownership from the 1960s was important for British tourism.** [4]

Use 0 for incorrect or irrelevant answers.

**LEVEL 1 Generalised answer; only one reason given OR description only.** [1/2]

*Eg: People could travel more, in their own time. They were not tied to time by using public transport, so they had more freedom of choice.*

**LEVEL 2 More detailed and accurate explanation which discusses at least two reasons.** [3/4]

*Eg: The increase in car ownership has been important because it has altered the pattern of British holidays. Because more people have been able to afford cars since the 1960s, more day trips have been taken, so that hotels which used to offer week-long holidays, had to adjust to the changed demand. This has had an effect on the traditional British seaside resort, which had had to up-date its facilities, and theme parks have been created. Cars can enable holidaymakers to tour the British countryside, making use of B & B accommodation; they can also enable holidaymakers to travel abroad, making use of cross-Channel ferries.*

**Question 3(d)**

<i>Target:</i>	<i>Recall and deployment of knowledge; analysis of key concepts; quality of written communication</i>		
<i>Mark allocation:</i>	AO1	AO2	AO3
<b>10</b>	<b>4</b>	<b>6</b>	

Question: **Has the introduction of theme parks been the most important development in holiday patterns in Wales and England since 1900?** [10]

Use 0 for incorrect or irrelevant answers.

**LEVEL 1** **Generalised answer; simple response which offers little support** [1/2]

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

*Eg: Theme parks have been very important: they are accessible by road and appeal to families.*

**LEVEL 2** **To distinguish between 3 and 5 marks apply the following framework:** [3/5]

**For 3-4 marks:** A basic one-sided answer with some contextual support **OR** a very weak two-sided answer with limited contextual support.

**For 5 marks:** A reasoned one-sided answer with contextual support **OR** a weak two-sided answer with some contextual support.

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

*Eg: Answers will assert that the introduction of theme parks has been an important development in holiday patterns in Britain. Theme parks like Thorpe Park, Alton Towers and Oakwood were created to satisfy the needs of the motorist. They caused change because were available in a day's visit and detracted from the week's holiday at a traditional seaside resort.*

**LEVEL 3** **To distinguish between 6 and 8 marks apply the following framework:** [6/8]

**For 6-7 marks:** A developed one-sided answer with good contextual support **OR** an unbalanced two-sided answer with contextual support.

**For 8 marks:** A two-sided answer with good contextual support but lacking some detail or balance.

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

*Eg: Answers will begin to offer a judgement with good reasoning. Other factors have also caused holiday patterns to develop. Rail travel caused change, even before 1900, with holidays at seaside resorts like Aberystwyth, Llandudno or Scarborough becoming available. From the 1930s, Butlin's holiday camps afforded further development, as working people could now afford a week's holiday. A further major development came with the advent of mass car ownership from the 1960s, as working people could afford their own cars and had the freedom to travel more.*

**LEVEL 4**      **To distinguish between 9 and 10 marks apply the following framework:**  
**[9/10]**

**For 9 marks:** A reasoned and supported two-sided answer with balance, using mostly accurate and relevant historical detail.

**For 10 marks:** A reasoned and supported two-sided answer with good balance, using fully accurate and relevant historical detail and with a clear judgement.

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

*Eg: Answers will clearly evaluate the issue in the question. Answers will discuss the impact of theme parks and their contribution to the development of holiday patterns but expect reference to other factors, too. The introduction of theme parks has led to change but they have not been the main development. Increasing air travel from the 1970s has been arguably the main development in holiday patterns as it has opened up the world to British travellers and caused knock-on change to traditional British holidays.*