



# **GCSE MARKING SCHEME**

**SUMMER 2013**

**HISTORY - THEMATIC STUDY  
DEVELOPMENTS IN SPORT, LEISURE AND TOURISM IN  
WALES AND ENGLAND, 1900 - PRESENT DAY  
4283/01**

## INTRODUCTION

The marking schemes which follow were those used by WJEC for the Summer 2013 examination in GCSE HISTORY. They were finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conferences were held shortly after the papers were taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conferences was to ensure that the marking schemes were interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conferences, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about these marking schemes.

## NOTE ON THE QUALITY OF WRITTEN COMMUNICATION

Examiners are required to credit the quality of written communication for each candidate's performance on particular questions. These are question 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, 1900 - PRESENT DAY**

**MARKING SCHEME**

**QUESTION 1**

**Question 1 (a)**

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

Question: **What does Source A show you about day trips before 1914?** [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:

*People often travelled by charabanc/coach*

*The people seem excited/happy*

*Day trips seem well organised*

*People are dressed smartly/formally/in their 'Sunday best'*

*The trip may have been organised by a church or chapel (cross on the window)*

**Question 1 (b)**

<i>Target:</i>	<i>Understanding of source material; recall and deployment of own knowledge</i>		
<i>Mark allocation:</i>	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 spas and inland resorts were popular with tourists in the early twentieth century.** [4]

Use 0 for incorrect or irrelevant answers.

**LEVEL 1 Paraphrases content; weak use of content only.** [1-2]

*Eg: Source B says that there were golf courses and bowling greens to play on.*

**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: Source B says that there were a variety of activities at the inland resorts, such as golf and bowls, which made people want to go there. Also they 'took the waters', which means going in or drinking spa waters. This was popular with more well-off people as it was supposed to improve their health*

**Question 1 (c)**

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

Question: **How far does Source C support the view that the traditional British seaside holidays were in decline by the 1970s?** [5]

Use 0 for incorrect or irrelevant answers.

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

*Eg: Source C does support the view because it says that there was more competition from places like Spain.*

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

*Eg: Source C does support the view because it says that the high point of the British holiday was over by the 1970s. People were going abroad to holiday in places that were hot like Spain. Railways were in decline, so people were not going as much to the seaside.*

**LEVEL 3** **Answer uses the source and its authorship or contextual knowledge to offer a reasoned judgement on the extent of support for the view.** [4-5]

*Eg: The source supports the view but not fully. It explains that British holidays were in decline due to competition from package holidays to sunny destinations like Spain, and that the old way of going to the seaside by rail was being replaced by car travel. But on the other hand it says that people still went to the seaside but to caravan parks not to boarding houses, so it does not support it completely. The author is an historian so his view should be accurate.*

**Question 1 (d)**

Target:	Critical analysis and evaluation of source material; deployment of own 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 National Parks in the 1950s?** [6]

Use 0 for incorrect or irrelevant answers.

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

*Eg: Source D is useful because it tells us that the man liked going to a youth hostel in a National Park.*

**LEVEL 2** **Considers usefulness of the source in terms of its content only.**  
**OR**  
**Deals with some aspects of content; copies/paraphrases attribution.** [3]

*Eg: The source is useful to an historian because it tells us how he liked the youth hostel even though washing was cold. He liked the mountain climbing too and he still believes in open spaces.*

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

*Eg: Source D is useful because it shows that people enjoyed the outdoors life in National Parks. The author was a child at the time and he was an eyewitness. However, he is writing in an autobiography more than 50 years later, so he could have forgotten some things or his memory could be exaggerated, so it is not totally useful.*

**LEVEL 3:** **Gives an imbalanced evaluation, considering usefulness in terms of content, origin and purpose of source.** [5]

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

*Eg: Source D is very useful as it is written as a first-hand account of a trip to a National Park, and by the last sentence you can see that it had a big effect on the author. John Prescott enjoyed the outdoors life even though its washing was cold, especially the mountain climbing. National Parks were set up from the 1950s to help people enjoy the great outdoors. It may not be completely useful to an historian as it is from his autobiography, which is based on the memories he wants to tell us about, and so it could be biased or not the complete picture.*

**Question 1 (e)**

Target:	Recognition and explanation of different historical interpretations; deployment of knowledge;		
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 air travel since the 1970s?** [8]

Use 0 for incorrect or irrelevant answers.

**LEVEL 1** **Generalised answer; paraphrases the sources rambles off the point.** [1-2]

*Eg: Source E is saying how good the planes were. Source F is saying that air travel is bad for the environment.*

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

*Eg: Source E is more to do with how bright the planes were and how fast the journey is to Spain Source F is saying more negative things about air travel and the effect it has on the environment. It says air travel is bringing more and more pollution.*

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

*Eg: Sources E and F show different views because the authors are different. Source E does not focus on pollution. It is designed to make air travel sound attractive and convenient to customers. This view will be biased, but it is true that people were attracted to the short flight times to Spain. Source F, on the other hand, is from a campaigner for the environment, who is going to be biased because he does not want more air travel. He believes air travel is going to keep increasing, and this makes pollution worse. Also they are from different times in history.*

**LEVEL 4** **Developed explanation with good support from the sources and own knowledge; detailed consideration of the attributions 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 attributions of each source; answer is sophisticated and integrated.** [8]

*Eg: The sources give different views about air travel for various reasons. Source F offers a negative view of air travel as a growing menace to the environment. Many people have become worried about the problem of the carbon footprint left by mass travel since the 1960 and 1970s. Source E contradicts this, however, supporting the idea that air travel was once very attractive to people, due to the growth of package holidays in the 1970s. Source E is written at a time when air travel was expanding and becoming more popular with ordinary people, and is a good example of the holiday industry's appeal. Source F is the voice of a campaigner and may be based on exaggeration; Source E is from a time when air travel was heavily promoted.*

## QUESTION 2

### Question 2 (a)

Target:	Recall and selection of knowledge; understanding of key historical features		
Mark allocation:	AO1	AO2	AO3
<b>4</b>	<b>4</b>		

Question: **Describe a major sporting controversy from the twentieth century that you have studied.** [4]

(Candidates can choose any **major** sporting controversy 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: In the 1972 Olympics there was a terrorist attack on athletes.*

**LEVEL 2** **A more detailed and accurate description.** [3-4]

*Eg: During the 1972 Olympics in Munich, Palestinian terrorists from the Black September organisation killed eleven Israeli athletes. Two were killed resisting capture, as the terrorists stormed the Olympic village. After a standoff with German police, a shoot-out left the other nine athletes and all but three of the terrorists dead.*

**Question 2(b)**

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

Question: **Explain why there was a difference between amateur and professional sport in the early twentieth century.** [54]

Use 0 for incorrect or irrelevant answers.

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

*Eg: Amateur sportsmen did not play for money because they did not agree with it; professional sportsmen received money.*

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

*Eg: Amateur sportsmen played for fun and believed sport should be free from the influence of money. Professionals needed money to be able to play and take time off work. Amateurs were often higher class, and therefore had less need for financial reward. For example, Rugby Union had split over the issue of 'broken time' payments for working class players, creating the professional Rugby League.*

**LEVEL 3 Full explanation: focussed and explaining a range of factors.** [5]

*Eg: The amateur ideal was very strong in sport at this time. Sports authorities and players looked down on professionalism as spoiling the spirit of fairness in sport. For example, the Olympics was strictly amateur. There was also a class issue in sports: upper or middle class players played mainly for enjoyment, whereas working class players made their living from playing sport professionally. Rugby league was created to solve the problem of working class players needing 'broken time' payments for work missed. In cricket amateurs and professionals were called 'Gentlemen and Players', and they had separate status in the game. Overall, however, sports were not developed commercially and so there was less opportunity to professionalise sports.*



**Question 2(c)**

Target:	Selection of knowledge; analysis of key concepts		
Mark allocation:	AO1	AO2	AO3
<b>6</b>	<b>2</b>	<b>4</b>	

Question: **How important was the influence of television on sport in the late twentieth century?** [6]

Use 0 for incorrect or irrelevant answers.

**LEVEL 1** Generalised reference to the key concept of historical context; weak or implied knowledge shown. [1-2]

*Eg: People watched sports on TV and this made sports more popular.*

**LEVEL 2** Some analysis of the key concept within the historical context with some detail and accuracy; attempts an evaluation, not fully sustained. [3-4]

*Eg: Television was very important for sports. Sports events were moved from traditional times like Saturdays so that matches could be watched through the week as well. By the 1990s football was played on most nights during the season. Cricket started being played at night under floodlights. Also kits changed due to TV. Advertisers who would pay a lot of money to sponsor teams or events because they would be seen on television, such as Mars for the London Marathon.*

**LEVEL 3** Detailed and accurate analysis of the key concept within the historical context; provides a reasoned evaluation. [5-6]

*Eg: Television has had a huge impact on many aspects of sports. TV has helped the rise of minority sports like snooker and darts, whereas some sports have struggled for coverage and have been side-lined e.g. netball. Through TV, fans have an increased ability to follow global sporting events such as the World Cup. Live coverage has been improved with analysis of key moments via action replay; TV has made it possible to replay and celebrate great moments, like the 1966 World Cup. TV has helped create sporting 'celebrities' (e.g. Gavin Henson) with sports-related quizzes and shows. There are greater commercial opportunities for players/ teams with TV money (Sky and the Premiership) and advertising e.g. Heineken Cup rugby.*

## QUESTION 3

### Question 3

Target:	Recall and deployment selection of knowledge; analysis of key concepts; quality of written communication		
Mark allocation:	AO1	AO2	SPaG
<b>13</b>	<b>4</b>	<b>6</b>	<b>3</b>

Question: **Has the use of computers and the internet been the most important development in popular entertainment since 1900 ?** [13]

Use 0 for incorrect or irrelevant answers.

**LEVEL 1** **Generalised answer; simple explanation which offers little support; poor quality of written communication.** [1-2]

*Eg: Lots of people use the internet to play games on or talk to friends.*

**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.

**At Level 2, quality of written communication will be sound, with some faults.**

*Eg: Answers will mention the popularity of computers and the internet. They should emphasize the importance of these easily accessible forms of entertainment to creating a more personalised experience with a tremendous range of possibilities. There will be limited reference to features such as You Tube, BBC Iplayer, X Box Live etc. Answers should reference another development such as the cinema, radio or TV.*

**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.

**At Level 3, quality of written communication will be good, with few faults.**

*Eg: Answers will focus on computers and the internet as the main factor, giving specific detail such as mobile phones and social networking - Facebook , My Space, the development of interactive gaming and multi-player consoles, the use of computers for file sharing of music, photos and videos via You Tube or email. Reference should be made to their effect on the development of mass entertainment in terms of the accessibility and availability of a huge range of entertainment opportunities. Answers will also contain some detailed reference to other factors of development such as the role of pop music from the 1960s in providing popular stars such as the Beatles or Rolling Stones or radio for creating the first domestic mass entertainment in the 1920s.*

**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.

**At Level 4, quality of written communication will be very good, with very few faults.**

*Eg: Answers at this level will clearly evaluate the issue in the questions. Reference must be made to the role of computers / internet but also other factors. At this level answers will be multi-dimensional and more comprehensive. They will evaluate the issue in the question clearly, showing an understanding of the relative importance of the different factors in the whole period such as the role of television being the critical factor since the 1950s but less so in the recent past. They may also note points of continuity throughout the period studied such as the persistence of cinema and radio as influential and popular forms of mass entertainment.*

**Examiners are also expected to award marks for spelling, punctuation and the accurate use of grammar in this question.**

<b>Level</b>	<b>Performance descriptions</b>
0	Candidates do not reach the threshold performance outlined in the performance description below.
<i>Threshold performance</i> 1 mark	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
<i>Intermediate performance</i> 2 marks	Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
<i>High performance</i> 3 marks	Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.