



# **GCSE MARKING SCHEME**

**SUMMER 2014**

**HISTORY – THEMATIC STUDY  
DEVELOPMENTS IN SPORT, LEISURE AND  
TOURISM IN WALES AND ENGLAND.**

**c. 1900 to the present**

**4283/01**

## INTRODUCTION

The marking schemes which follow were those used by WJEC for the Summer 2014 examination in GCSE HISTORY. They were finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conferences were held shortly after the papers were taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conferences was to ensure that the marking schemes were interpreted and applied in the same way by all examiners.

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

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

## NOTE ON THE QUALITY OF WRITTEN COMMUNICATION

Examiners are required to credit the quality of written communication for each candidate's performance on 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, c 1900 to the present**

**MARKING SCHEME**

**QUESTION 1**

**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 sport 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:

*There are developed facilities – scoreboard, stadium*  
*The player has special clothing – sun visor, short sleeves*  
*The crowd shows tennis was popular*  
*Tennis was played by women*

**Question 1 (b)**

Target:	Understanding of source material; recall and deployment of own 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 spectator sport grew in the early twentieth century.** [4]

Use 0 for incorrect or irrelevant answers.

**LEVEL 1** **Copies or paraphrases content; weak use of content only.** [1-2]

*Eg: Source B says that there were cheap trains for football fans to attend away games.*

**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 the shorter working week and more disposable income led to more leisure time. Also there were cheap trains which enabled supporters to attend away games. The BBC was set up in 1922 and growth of the radio encouraged interest in sport. Major events like Cardiff's FA Cup win in 1927 led to more interest in watching local teams. The expansion of the Football League after 1919 and the opening of Wembley stadium in 1923 gave people more opportunities to watch sport. Local and national derbies were very popular with spectators e.g. the Glasgow football derby and Wales-England rugby match.*

**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 sporting heroes have been important for the growing popularity of sport in the twentieth century?** [5]

Use 0 for incorrect or irrelevant answers.

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

*Eg: It supports it a lot because it says that the decathlon was only popular after Daley Thompson did well in it.*

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

*Eg: It does support it because it shows that the decathlon became popular due to Daley Thompson's success. People were attracted to the energy and drama he brought to the event, especially because winning two Gold medals is a special achievement at the Olympics.*

**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 Daley Thompson was a major inspiration to sports fans, and this helped his event – the decathlon – become popular. As a result of his two Olympic Gold medals, he was voted Sports Personality of the Year for 1982. However, this source might not be totally reliable in support of the view because it is from a website that is designed to celebrate the achievements of British sporting heroes. Also, there are other factors to consider, such as the role of live TV and sponsorship, e.g. Whitbread's 1956 sponsorship of the Gold Cup.*

**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 a historian studying the impact of live TV coverage on sport in the later twentieth century?** [6]

Use 0 for incorrect or irrelevant answers.

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

*Eg: It tells us that people enjoyed watching the World Cup on TV.*

**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 because it says that almost all the author's family watched the live match in 1966. It shows how most people were indoors to see the game, as the roads were empty. People hugged afterwards, showing the positive impact of the game on the public.*

**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 many people enjoyed the World Cup live broadcast on TV. There was a very positive impact on the public, shown by how they acted in the street after the game. The author was a teenager at the time, so he was an eye-witness. However, as he is writing 39 years later 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 a first-hand account of the impact of live TV on sport. The World Cup match was very popular with the public according to the author, who remembers nearly all his family watching it. The public reaction to the game was very positive, as they are described as being 'ecstatic' in the streets after. Although the author was an eye-witness and should be reliable, he is remembering one event 39 years later. His memories may be unclear, or as an England fan he could be exaggerating the impact of the World Cup due to bias. The purpose of writing was to celebrate major events by sharing personal memories, not historical research. However, as this was one of the biggest events ever captured on live TV, the description is likely to be based on reality. Football and sport in general did become more popular than ever in the later twentieth century due to TV but also factors such as sponsorship.*

**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 British people's participation in sport since the 1960s?** [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 that more leisure centres were set up since the 1960s to encourage participation in sport. Source F is saying that children in Britain do not exercise much.*

**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 shows a positive view about people participating in sport because it shows that from the 1960s, people could go to leisure centres to try out different sports like basketball. Source F is different because it shows that children are not exercising enough, which is leading to obesity problems that are now worse than smoking.*

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

*Eg: Source E is from a government website set up for history students. It shows that more and more people could participate in sport from the 1960s due to the increase in leisure centres. This is likely to be based on research done by the teacher, who will want to be accurate and truthful. Source F is from a newspaper campaign which is trying to persuade people to tackle the obesity crisis. It wants to highlight the problems caused by not taking part in sport so it could be affected by bias.*

**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]**

*Eg: Source E and F show different views because the authors are different. Source E is from a government website for schools which should be well-researched and reliable. It shows that leisure centres offered people the chance to participate in sport from the 1960s onwards, and there was a big increase in them by 1997. This shows the growing interest in taking part in sports over the period. Source F is written in a newspaper for a campaign against obesity. It tries to show that a lack of participation in sport by children has led to obesity being a major health problem. It highlights the concern about exercise, especially for the young, which has led to developments such as the 5x60 programme. The sources are from different times, which could affect them.*

**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: Source E offers positive view of participation in sport with the example of leisure centres, which have boomed in popularity. Starting with only 11 in Wales in 1972, having 200 by 1997 seems a huge increase and must show that more and more people are participating in sport. The source has been written to inform and is from a reliable source. It will be based on accurate research and balanced judgements. Source F offers a much more negative view of British people's participation in sport. It makes a link between the lack of participation in sport by children to the obesity crisis in Britain. It is true that obesity has replaced smoking as the biggest cause of health problems. There is growing concern about people's diet and exercise, especially in schools with campaigners like Jamie Oliver. However, as the viewpoint is from a newspaper campaign, it will be more biased and opinionated than source E. Source E gives factual details on how participation in sport increased; Source F is the voice of a campaigner and may be based on exaggeration.*

## 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 the appeal of radio in the 1920s and 1930s.** [4]

Use 0 for incorrect or irrelevant answers.

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

*Eg: In the 1920s and 1930s BBC radio was new and very popular.*

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

*Eg: After 1922, when the BBC was set up, radio became more appealing because there was news, drama and classical music to listen to in the home. The first live sports broadcast was made in 1937 and millions heard war being declared on the radio in 1939. Radios became cheaper at this time due to mass production, and some people even built their own crystal sets.*

### 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 cinema declined as a form of mass entertainment in the 1960s and 1970s.** [5]

Use 0 for incorrect or irrelevant answers.

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

*Eg: Cinema was less popular at this time due to television coming along. People found it cheaper and easier to watch TV.*

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

*Eg: By the 1960s, going to the cinema was becoming a less attractive form of entertainment. Many of the 'Dream Palaces' of the 1930s needed up-dating and people began to see cinemas as scruffy and unappealing. Television was threatening cinema as television sets became cheaper and more widely available due to mass production. The BBC, then ITV, provided hit shows like Doctor Who, Coronation Street, and Sunday Night at the London Palladium, which people became hooked on in their own homes.*



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

*Eg: Cinema partly lost its place as the main form of mass entertainment due to the decline in the quality of cinema facilities. Cinemas were not as exciting and attractive-looking as they had been in the Dream Palace era of the 1930s. Also, people stayed at home more due to the availability of cheaper, mass produced TV sets. After the war, The BBC and, from 1955, ITV, showed a variety of programmes from news to sport to entertainment such as Coronation Street in 1960. Major events were broadcast live. The addition of BBC 2 in 1964 and colour TV in 1967 made TV even more popular. Entertainment tax had led to a rise in the price of cinema tickets – although it was cancelled in 1960, the prices stayed high and people lost interest.*

**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 have new forms of entertainment technology been in the development of mass entertainment since 1980?** [6]

Use 0 for incorrect or irrelevant answers.

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

*Eg: People use computers and the Internet to play games and watch videos.*

**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: Computers and the internet have been very important for mass entertainment. Computers are now in most homes and lots of people have games consoles like PS3, especially young people. People go online to watch movies, TV on iPlayer, and video clips on YouTube.*

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

*Eg: Computers and the internet are very important today, with many people using them to watch movies and clips online on sites like YouTube. People can catch up with TV shows they missed on iPlayer. Many people own PS3s and X-Boxes or play online games like World of Warcraft. Social networking like Facebook and Twitter has helped people connect with each other at any time, and share photos and videos. Computers and the internet have allowed people to access other entertainment forms in a more flexible and individual way.*

### QUESTION 3

#### Question 3

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

Question: **Has the development of new forms of transport been the main reason for changes in tourism and holiday patterns 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: People use aeroplanes and cars to help them go on holiday.*

**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 role of new forms of transport. They should emphasise the importance of these developments to broaden the range of available holidays, for example the excursion trains to Blackpool. There will be limited detail e.g. on the growth of package holidays through air travel, charabancs etc. For the two-sided answer, they should reference another factor such as free time/Holidays with Pay, new holiday opportunities such as Butlin's, changing tastes and habits, National Parks.*

**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: One-sided answers will focus on new forms of transport as the main factor, giving specific detail in support e.g. charabancs/excursion trains to British seaside, the growth of the motor car from 1930 onwards, air travel and package holidays e.g. to Spain, long-haul flights e.g. to Florida/Caribbean. Reference should be made to the effect of new forms of transport on the accessibility and availability of a huge range of holidays opportunities. Two-sided answers will contain some detailed reference to other factors of development e.g. the role of increasing free time, especially after the Holidays with Pay Act 1938, new holiday opportunities such as Butlin's holiday camps from 1936, changing tastes and habits, for example the desire for foreign holidays after 1970, and/or the establishment of National Parks from the 1950s on.*

**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 be specific and detailed on both sides. Reference must be made to the role of new forms of transport 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 period, e.g. the role of new forms of transport being a critical factor throughout the period, but Holidays with Pay being particularly important from the 1930s. They may also note points of general continuity throughout the period studied e.g. the popularity of British seaside holidays, and, from the 1950s, the continued popularity of National Parks.*

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.