



GCSE MARKING SCHEME

SUMMER 2016

**HISTORY - THEMATIC STUDY
DEVELOPMENTS IN SPORT, LEISURE AND TOURISM
IN WALES AND ENGLAND, 1900 TO THE PRESENT DAY
4282/02**

INTRODUCTION

This marking scheme was used by WJEC for the 2016 examination. It was finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners.

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

WJEC regrets that it cannot enter into any discussion or correspondence about this marking scheme.

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(c) and question 3(b). 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:

Level 1	the text is generally legible; aspects of spelling, punctuation and grammar are clear; some information is presented in a suitable manner
Level 2	most of the text is legible; spelling, punctuation and grammar are used to make the meaning clear; information is presented in a suitable format
Level 3	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
Level 4	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

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UNIT 2: THEMATIC STUDY

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

MARKING SCHEME

QUESTION 1

Question 1 (a)

Target:	Understanding of source material; recall of own knowledge		
Mark allocation:	AO1	AO2	AO3
3	1		2

Question: **Use Source A and your own knowledge to describe a traditional seaside resort in the early twentieth century.** [3]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 **Generalised answer, paraphrasing or brief description of source only.** [1]

Eg: Source A shows the beach was crowded.

LEVEL 2 **Brief description of the source with some own knowledge or detailed description of the source.** [2]

Detailed description of the source and own knowledge. [3]

Eg: Source A shows that traditional seaside resorts were very busy / crowded. The source shows that there were all ages / families there. Source A shows that seaside resorts had different attractions, such as the pier / big wheel / tower. Credit reference to Blackpool.

Traditional seaside resorts were accessible by rail. There were a range of popular activities there, including Punch and Judy shows, swimming in Lidos, or simply sunbathing / promenading. Credit any accurate reference to a traditional activity.

Question 1 (b)

Target:	Recall and deployment of knowledge; explanation of causation of an historical event		
Mark allocation:	AO1	AO2	AO3
6	2	4	

Question: **Explain why holidays in Britain were popular between 1945 and 1965.** [6]

Use 0 for incorrect or irrelevant answers.

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

Eg: Holiday camps were cheap holidays that people could afford; holiday camps were popular because they had lots to do.

LEVEL 2 More detailed and accurate explanation; gives more than one reason. [3-4]

Eg: Answers will give a few reasons why British holidays were popular. Expect reference to the post war desire for a return to normal family life, and the return to the pre-war popularity of holiday camps / traditional seaside resorts. Alternatively, candidates may focus on newer developments, especially the growth of car ownership and / or the development of National Parks in the 1950s and onwards. They may also make reference to the concept of the 'Great British Family Holiday' which prevailed in this period.

LEVEL 3 Full explanation which is focused and explains a range of reasons. [5-6]

Eg: Answers will encompass a broader range of reasons than at Level 2. At this level, we would expect to see reference to both the sense of fun and optimism after the Second World War, and the development of car ownership. Candidates may reference the fact that only very rich people went abroad as air travel was in its infancy. Also credit references to rising living standards and low unemployment. More people were entitled to holidays with pay and one area where people chose to spend their money was on 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 1 (c)

Target:	Analysis and evaluation of source material; quality of written communication		
Mark allocation:	AO1	AO2	AO3
8			8

Question: **Why do Sources B and C have different views about the impact of air travel from the 1960s to the present day?** **[8]**

Use 0 for incorrect or irrelevant answers.

LEVEL 1 **Generalised answer; paraphrases the sources, or brief reference to authors.** **[1-2]**

Eg: Source B shows us that air travel made people happy in 1961. Source C says that air travel is damaging the environment these days.

LEVEL 2 **Starts to offer limited explanation of difference in terms of either the content or the authorship of the sources.** **[3-4]**

Eg: The sources say different things about the impact of air travel from the 1960s to the present day. In Source B, the author is remembering the excitement and novelty of air travel to Spain in the 1960s. The author(s) of Source C shows how air travel has had a negative impact on the environment over the last 30 years. Answers may comment on the date of each source as a reason for the difference of view.

LEVEL 3 **Examines more fully the difference in the views with clear reference to both content and authorship of the sources; some analysis of each view is seen.** **[5-6]**

Eg: There is a considerable difference in attitude shown by the two sources. The author of Source B is likely to say positive things about air travel as he is remembering back to a happy and exciting time when air travel was new. His evidence is a personal viewpoint. Source C was written by a campaign group and it comes from a later time when people were starting to get worried about the effect of air travel on the environment. Answers may comment on the fact that this author has reached a later interpretation using hindsight, based on statistics.

LEVEL 4 **Balanced and developed explanation of the difference in the sources; good analysis of the authorship of the sources and use of contextual knowledge.** **[7-8]**

Eg: The two sources provide clearly contrasting views about the impact of air travel from the 1960s to the present day. Answers should offer reasons for the differences shown in the two sources.

A major reason should be the time gap between the sources, and the different purposes of each author. Source B is a personal recollection of travelling by air for the first time. This is from a website sharing memories of this exciting era, when air travel and package holidays to places like Spain were starting to challenge domestic holidays. Source C has a different perspective and purpose, focusing on the environmental damage caused by the huge increase in global air travel in the later part of this period. The source is written to emphasise the negative aspects of air travel, and uses statistics over a long period of time rather than personal experience to form its interpretation. Concerns about the carbon footprint left by decades of air travel have led to increased taxes on air travel. The rise of long haul flights in the 1980s, to places like Jamaica, has increased this worry.

QUESTION 2

Question 2(a)

Target:	Recall and deployment of knowledge; understanding of historical features		
Mark allocation:	AO1	AO2	AO3
4	2	2	

Question: **Describe a sporting controversy you have studied in the period from 1900 to the present day.** [4]

Use 0 for incorrect or irrelevant answers.

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

Eg: The description offered is generalised, featuring limited (but still accurate) information about the chosen controversy e.g. in the Munich Olympics terrorists captured and killed Israeli athletes; or Ben Johnson was an athlete who took drugs to help him win the Olympic 100 metres. In principle, we would expect to see a controversy from the specification, but credit reference to any sensible example of sporting controversy.

LEVEL 2 **More detailed and accurate understanding shown.** [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.

NB – we must see specific and accurate detail at this level. Dates are a good discriminator to apply between levels.

Question 2(b)

Target:	Recall and deployment of knowledge; explanation of causation of an historical event		
Mark allocation:	AO1	AO2	AO3
6	2	4	

Question: **Explain why spectator sport grew in the early twentieth century.** [6]

Use 0 for incorrect or irrelevant answers.

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

Eg: Expect reference to sport becoming more popular and / or organised. More teams were playing and more facilities were being built.

LEVEL 2 More detailed and accurate explanation; gives more than one reason. [3-4]

Eg: Explanation may include reference to the growth of sporting leagues, such as the Football League, or the rise of tournaments, such as Five Nations' rugby in 1910. Alternatively, they could mention the development of sports facilities, such as Wembley Stadium (1923). Analysis may also include reference to sporting achievements which increased interest in sport e.g. Cardiff City winning the FA Cup in 1927 or Wales' defeat of the New Zealand All Blacks in 1935.

LEVEL 3 Full explanation which is focused and explains a range of reasons. [5-6]

Eg: At this level, we need to see a detailed explanation that has more comprehensive coverage than at Level 2. Reasons could include the formation of leagues and competitions, and improved facilities but also the role of successful individuals and teams, such as Tommy Farr in boxing between 1927 and 1939. Controversial events can also be cited as a reason e.g. cricket's 'Bodyline series' of the early 1930s. Local and national derbies were very popular with spectators e.g. the Glasgow football derby and Wales-England rugby match.

Other reasons include: the influence of radio broadcasting (e.g. 1927 - first live football match broadcast on radio); the prevalence of comics and magazines with features on sporting heroes. The use of the railways made attendance at football league away games possible; also the development of 'the weekend habit' and increasing free time had an influence.

Question 2(c)

Target:	Analysis and evaluation of concept of change and continuity; recall and deployment of knowledge; explanation of key features of an historical period		
Mark allocation:	AO1	AO2	AO3
8	2	6	

Question: **Why has sponsorship been important for the growth and development of sport in the late twentieth century? [8]**

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer; lack of focus, or description only. [1-2]

Eg: Sponsorship has brought a lot of money into sports.

LEVEL 2 Answer which begins to address the concept of change; will mostly tend to describe. [3-4]

Eg: From the 1950s onwards, sponsorship of sports grew. Advertisers would pay a lot of money to sponsor teams or events because they would be seen in newspapers, and then television, such as Mars for the London Marathon. Teams like Liverpool FC in 1979 started having sponsor's logos on their shirts.

LEVEL 3 Accurate answer which focuses on the concept of change or continuity with some contextual support. [5-6]

Eg: Sponsorship has been important for the growth and development of sport since the 1950s. In 1957 Whitbread offered prize money to sponsor the Ascot Gold Cup in horse racing. Sponsorship brought advertising and extra money into sport and this made it possible to develop stadiums and facilities. It also brought higher wages for players and opportunities to earn money outside the sport. Players such as David Beckham earned millions from sponsorship deals, such as his 2003 deal with Adidas. Sponsorship has become an integral part of sports, with stadiums - such as Arsenal's Emirates Stadium - and tournaments - Heineken Cup rugby - reflecting the influence of sponsorship.

LEVEL 4 Detailed analysis of the key concept within the historical context; provides a reasoned evaluation of extent of change. [7-8]

Eg: Answers will assert that sponsorship is a very important reason for the increasing popularity of sport, building on Level 3 to provide a comprehensive set of accurate reasons for this. They must address the key ideas that sponsorship has created wealthy elite players and helped develop the infrastructure. To show they have a reasoned evaluation, they should also consider the different pace of change in sports, e.g. Rugby Union which generally avoided wholesale sponsorship until the professional era in the 1990s, and where players were banned from accepting personal sponsorship before 1995. At a local level, sponsorship has developed more slowly and some sports are still amateur with little sponsorship.

QUESTION 3

Question 3(a)

Target:	Recall and deployment of knowledge; understanding of historical features		
Mark allocation:	AO1	AO2	AO3
4	4		

Question: **Outline briefly some of the most important forms of popular entertainment between 1950 and 1970. [4]**

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer, listing weak or implied points. [1-2]

Eg: popular forms of entertainment included the cinema, and the radio, or newer forms such as TV and pop music (rock'n'roll in particular).

LEVEL 2 Deploys a more accurate and focused list of factors. [3-4]

Eg: between 1950 and 1970, cinema and radio were still highly important, with cinema in its Golden Age in the 1950s with the 'Dream Palaces' found across the country. However, television, after the Queen's Coronation of 1953 was fast becoming very important, with the World Cup in 1966 watched by 32 million people. Candidates may well mention pop music, through which artists like Elvis Presley in the 1950s and the Beatles in the 1960s achieved enormous popularity.

Question 3(b)

Target:	Recall and deployment of knowledge; analysis of concept of success; quality of written communication			
Mark allocation:	AO1	AO2	AO3	SPG
15	4	8		3

Question: **Has radio been the most important development in popular entertainment from 1900 to the present day?** [12+3]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer; basic response which offers little support. [1-3]

Eg: People have listened to the radio since the 1920s.

LEVEL 2 Answer begins to discuss the issue set in the question. [4-6]

To distinguish between 4 and 6 marks apply the following:

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

For 5-6 marks: A developed one-sided answer with contextual support **OR** a weak two-sided answer with some contextual support. Award the higher mark for the degree of contextual support.

Eg: Answers will tend to describe the impact of radio since the 1920s, when radios started to be found in many homes and provided cheap entertainment for people from most classes. 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. Radio is still popular today. Candidates may briefly consider the success of cinema (especially 1930s-1950s) or television (1950s-present day) as alternatives to make a two-sided answer.

LEVEL 3 Answer is mainly a reasoned analysis of the issue set in the question. [7-9]

To distinguish between 7 and 9 marks apply the following:

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

For 8-9 marks: A reasoned and developed analysis of the issue but lacking some detail or balance. Award the higher mark for the degree of contextual support.

Eg: Answers will begin to offer a judgement with good reasoning. There must be specific detail at this level e.g. the first live sports broadcast was made in 1927 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. Radio was the first domestic mass medium, and has continued to be popular at home and, from the 1950s, in-car. However, there are other factors in the growth and development of popular entertainment e.g. multi-channel television also offers a very broad appeal to people. Popular music has had a strong appeal ever since the 1960s and this has also been an important development in popular entertainment, supplemented by current developments in entertainment technology such as I-pods and MP3 players. Cinema has also been popular since the silent films of the early twentieth century through its Golden Age and the multi-screen modern era.

LEVEL 4 **Answer is a developed, reasoned and well-substantiated analysis of the issue set in the question.** **[10-12]**

To distinguish between 10 and 12 marks apply the following:

For 10 marks: A developed, reasoned and well-substantiated analysis with good balance, using mostly accurate and relevant contextual support.

For 11-12 marks: A developed, reasoned and well-substantiated analysis with good balance, using fully accurate and relevant contextual support. Award the higher mark for the quality of contextual support.

Eg: Answers will clearly evaluate the issue in the question. Answers may agree that radio has been the most important factor for the growth and development of popular entertainment from 1900 to the present day, because its contribution to popular entertainment has lasted since 1922 and has led to a variety of affordable entertainment, including pop music. However, answers are likely to claim that television has been the most important development, or cinema, due to its longevity as a form of popular entertainment. Expect some reference to the use of the internet and gaming devices as being important developments since the 1980s. There must be a strong degree of historical perspective and coverage to gain this level.

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

Level	Performance descriptions
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.