SUMMER 2017

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

This marking scheme was used by WJEC for the 2017 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. 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 |
Question 1 (a)

Target: Understanding of source material; recall of own knowledge

Mark allocation: 3 AO1 1 AO2 2 AO3

Question: Use Source A and your own knowledge to describe sponsorship in sport in the late twentieth and early twenty-first centuries. [3]

Use 0 for incorrect or irrelevant answers.

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

E.g. Source A shows how sponsors put their names on players’ kit.

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]

E.g: Source A shows how sponsors put their names on players’ kit. General remarks about how sponsorship works e.g. sponsoring stadiums, kit, individual players etc. can be credited as knowledge, but for a full set of marks we would expect at least one specific example of sponsorship, e.g. adding that Liverpool were the first UK football team to be sponsored in 1978 by Hitachi, referring to Whitbread’s sponsorship of the Gold Cup in 1957, Usain Bolt’s deal with Puma etc.
Question 1 (b)

Target: Recall and deployment of knowledge; explanation of causation of an historical event

Mark allocation: AO1: 6 AO2: 2 AO3: 4

Question: Explain why opportunities for participation in sport and recreation improved in the late twentieth and early twenty-first centuries. [6]

Use 0 for incorrect or irrelevant answers.

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

E.g. There were more opportunities due to new things like swimming pools. People liked to take part in sport for fun.

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

E.g: Answers will give a few reasons why opportunities for participation and recreation improved. Reasons will include things like the growth in women’s sports (e.g. Welsh Women’s Rugby Team), disabled sports (with the Paralympics) and junior sports (e.g. the under-18 Rugby World Cup). Alternatively, candidates may focus on the development of sports facilities such as Plas Menai (opened in 1978), National Pool of Wales (2003) and the advent of local leisure centres e.g. Swansea Leisure Centre (1977). Alternatively they could mention general participation through the indoor sports centres that were built in the 1970s which encouraged people to participate in ‘new’ sports, particularly team games like basketball and volleyball. There were only a handful of gymnastics clubs in South Wales in the 1960s; by 1997 it had become one of the UK’s centres for the sport, with over 60 clubs. People became very interested in health and fitness, and worried about the obesity crisis. In the 1970s many people took up jogging, while in the 1980s aerobics classes became very popular, particularly with women. Multi-sport centres like the David Lloyd Sports Centre in Cardiff were built to cater for a demand for more sophisticated fitness facilities. They offered swimming, aerobics sessions and hi-tech equipment for training.

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

E.g. Answers will encompass a broader range of reasons than at Level 2. At this level, we would expect to see reference to the dramatic increase in sports facilities that were made available after 1972, the biggest increases being in the opening of sports halls, swimming pools and squash courts. Facilities such as indoor bowling halls and ice rinks which did not exist in 1972 were widely available by the turn of the century, reflecting changes in fashion and sporting habits. Developments in technology resulted in the building of artificial all-weather pitches which allowed play in all conditions. During this period people became more health conscious and there was an increase in participation in various sports as people chose to spend their leisure time in a more active way. We should also see the kind of detail shown at Level 2 to support the explanation, with terms like obesity crisis used and specific examples of facilities mentioned. There are many examples possible to support the answer and examiners should be mindful of this.
Question 1 (c)

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

Question: Why do Sources B and C have different views about professional sports people in the twentieth and twenty-first centuries? [8]

Use 0 for incorrect or irrelevant answers.

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

E.g. Source B shows us professionals were poorly paid. Source C says that professionals are overpaid.

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

E.g. The sources say different things about professional sports people in the twentieth century. In Source B, the author shows how difficult it was for football professionals to play the game. The author of Source C makes negative comments on modern professionals showing how easy he thinks their life is. Answers may comment on the date or author of each source as a reason for the difference in 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]

E.g. There is a considerable difference in attitude shown by the two sources. The author of Source B is likely to say negative things about professionalism because he would like to earn more money as a player. His evidence is a personal viewpoint, based on a time when being a professional meant a lot of sacrifices. Source C was written in the modern day, when professional sports people are often criticised for being overpaid and spoilt people, more interested in themselves than the game they play. Answers may comment on the fact that this author is writing in a time when almost all elite sport is professional and often very well paid.
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]

E.g. The two sources provide clearly contrasting views about professionalism in sport in the twentieth century. 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 description of life as a professional sports person. This was from a time when players made significant sacrifices to play their sport, and issues such as ‘broken time’ in rugby indicate how serious these problems could be. Sports like cricket were still dominated by gentleman amateurs. Other sports like athletics were strictly amateur and professionals were looked down upon. Source C has a different perspective and purpose, focusing on a later period when professional sport was standard at the top level. The source is written to illustrate this decline, and is very critical of modern players, saying they have lost their love for the game. This is a typical modern view, due to the huge sums of money available to some professionals such as top level footballers.
Question 2(a)

<table>
<thead>
<tr>
<th>Question:</th>
<th>Describe the social activities provided by churches and chapels in the early twentieth century.</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEVEL 1</td>
<td>Generalised answer with weak or implied points made.</td>
</tr>
<tr>
<td>E.g:</td>
<td>Churches and chapels had choirs and Sunday schools. People of all ages could go to do an activity there.</td>
</tr>
<tr>
<td>LEVEL 2</td>
<td>More detailed and accurate understanding shown.</td>
</tr>
<tr>
<td>E.g.</td>
<td>Churches and chapels provided a vibrant set of opportunities within their local communities. There were Bands of Hope, Gymanfa Ganus, Penny Readings, for example. Choirs were very popular and people were able to enter singing competitions at a local and national level, such as Eisteddfodau. Churches and chapels provided Sunday schools for children to receive education, and these organised social and cultural trips and visits.</td>
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</tbody>
</table>
Question 2(b)

Recall and deployment of knowledge: explanation of causation of an historical event

<table>
<thead>
<tr>
<th>Mark allocation:</th>
<th>AO1</th>
<th>AO2</th>
<th>AO3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>6</td>
<td>2</td>
<td>4</td>
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</table>

Question: Explain the popularity of silent cinema 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]

E.g. Expect reference to cheap prices or the cinema being exciting and new.

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

E.g. Explanation should include reference to cheap price of cinema tickets, it being known as the 'poor man’s theatre' and popular amongst working class people. Alternatively, they could mention its novelty and the excitement of seeing moving pictures. Also, the addition of musical accompaniment to enhance the experience. Analysis may also include reference to the popularity of stars such as Charlie Chaplin and the Hollywood glamour of stars such as Clara Bow or Rudolph Valentino; they could also discuss the relative lack of alternatives for entertainment in and out of the home.

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

E.g. At this level, we need to see a detailed explanation that has more comprehensive coverage than at Level 2. Reasons could include affordability of tickets for all classes, improvements in the quality and amount of cinemas from the days of the Bioscopes, musical accompaniment and better facilities in the cinemas, the glamour and excitement of American stars or the familiarity of seeing British scenes on film, the relative excitement of seeing early special effects in films such as Alice in Wonderland (1903), developments such as newsreels and intertitles, and the lack of competition for in or out of the house entertainment. Some candidates will point to increasing free time, and may well mention multi-age appeal of cinema, including the chance for young adults to go on dates.
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: 8 AO1 2 AO2 6 AO3

Question: Why have changes in television viewing been important in the development of popular entertainment since 1980? [8]

Use 0 for incorrect or irrelevant answers.

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

E.g. Changes in television viewing mean people can watch online or record programmes.

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

E.g. From the 1980s onwards, people had more choice in what to view and when to view it. New channels grew up to cater for specialist tastes, such as sports channels e.g. Sky Sports or comedy. Viewing was enhanced by video recording and the addition of extra channels such as Channel 4 and S4C in 1982. By 1990, half of UK homes had a video recorder. Satellite TV began with Sky in 1989, and since 1998 the enhanced Sky TV has become very successful and popular. In 2007 the BBC launched I player so content could be viewed online.

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

E.g. Changes in television viewing since 1980 have been important because they have offered a greater variety of choice and, arguably, quality in entertainment, as well as a greater freedom in where and when to access the entertainment provided. Candidates may focus here on more specialist programming e.g. the rise of S4C, or new forms of programme e.g. reality TV in the 1990s and 2000s. They could also focus more on technological changes e.g. video recorders and then DVD players / recorders have made it possible to view shows at the viewers' preferred times, or even keep them. They may reference and combine both aspects i.e. cable, satellite TV and Freeview adding many new channels to the mix available to viewers, catering for a greater variety of tastes. Examples of such channels include MTV (1997), CBBC (2002) and Sky Sports (1991).
LEVEL 4  Detailed analysis of the key concept within the historical context; provides a reasoned evaluation of extent of change.

E.g: Answers will assert that changes in television have been a very important factor in the growth and development of popular entertainment. Answers should build on Level 3 to provide a comprehensive set of accurate reasons for this. They must address not only the greater choice of entertainment made possible by the growth and increasing diversity of television, but also the benefits of new technology, referencing video recorders, DVD players, cable, satellite television and so on. They could comment on the enhanced quality of picture and sound with Blu-ray DVD, flat screen TV and surround sound, or perhaps the greater quality of graphics and interactivity. To show they have a reasoned evaluation, they should also consider that television has held the dominant position as a medium of entertainment, although this is more recently due to its ability to incorporate / co-exist with other media such as radio and the internet, through things like Ceefax, iPlayer, Sky TV broadcasting radio channels such as Radio 1.
QUESTION 3

**Question 3(a)**

<table>
<thead>
<tr>
<th>Target:</th>
<th>Recall and deployment of knowledge; understanding of historical features</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mark allocation:</td>
<td>AO1</td>
</tr>
<tr>
<td></td>
<td>4</td>
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</tbody>
</table>

**Question:** Outline briefly developments in holiday patterns in the 1920s and 1930s. [4]

Use 0 for incorrect or irrelevant answers.

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

*E.g.* People began to get more free time in the 1920s and 1930s and they could go on holiday more. They went to holiday camps like Butlins.

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

*E.g.* The Holiday Pay Act of 1938 gave all working class people the chance to have a holiday and not to lose their pay. This was an increasing trend anyway in this period. Alongside this was the first Butlin’s camp, set up in 1936 in Skegness. Campers were offered a ‘week’s stay for a week’s pay’. There were organised activities run by Red Coats, such as knobbly knees contests, with food and chalet accommodation ‘all-in’ the initial price. This was a new type of all-inclusive holiday that brought new opportunities for working class people.
**Question 3(b)**

<table>
<thead>
<tr>
<th>Target:</th>
<th>Recall and deployment of knowledge; analysis of concept of success; quality of written communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mark allocation:</td>
<td>[AO1 15] [AO2 4] [AO3 8] [SPG 3]</td>
</tr>
</tbody>
</table>

**Question:**

Has the impact of the motor car been the most important reason for changes in holiday patterns from 1900 to the present day?  

Use 0 for incorrect or irrelevant answers.

**LEVEL 1**

Generalised answer; basic response which offers little support.  

E.g. The impact of the motor car has made it easier for people to go on holiday since 1900.

**LEVEL 2**

Answer begins to discuss the issue set in the question.  

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.

E.g. Answers will tend to describe the impact of the motor car. The huge growth in numbers of cars, from 7 million to 19 million by 1970, has encouraged multi-holidays, from short weekend breaks to trips abroad via ferries and the Channel Tunnel. European destinations like Disneyland Paris became accessible by car. The rise in caravan holidays since 1960 is linked to mass car ownership, and there has also been an expansion of roadside facilities like service stations, and car parking in tourist areas. Candidates may briefly consider the role of other factors, such as greater free time, rising standards of living, the growth of the holiday industry, and the advent of air travel.
LEVEL 3  
Answer is mainly a reasoned analysis of the issue set in the question.  

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.

E.g: Answers will begin to offer a judgement with good reasoning, identifying a number of important changes in holiday patterns since 1900. The impact of the motor car must be considered, with details provided as mentioned at Level 2. Other factors should be considered here, such as greater free time, rising standards of living, the growth of the holiday industry, especially holiday camps like Butlins, and the advent of National Parks and air travel. Candidates should offer contextual detail on each factor, for example referencing the growth of air travel in the 1960s with popular destinations such as the Costa del Sol and travel companies such as Thomas Cook. In terms of greater free time, they should mention the Holiday Pay Act 1938. They could also refer to the end of the Second World War and the desire to return to normality as a key driver of changing holiday patterns i.e. the Great British Family Holiday.

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

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.

E.g: Answers will clearly evaluate the issue in the question. Answers may agree that the impact of the motor car has been the most important reason for changing holiday patterns from 1900 to the present day, because it has had a major impact on the frequency and type of holidays. It has also been a way for people to link to other forms of transport e.g. travel to airports or ferries, and National Parks / Holiday Camps. Examples will be given as in Level 2, but could also be developed to include reference to the interaction between the rise of the motor car and the building of the motorway network since 1960, making National Parks such as the Brecon Beacons more easily reachable by car for millions of people. Answers are likely to draw attention to other factors, in particular air travel, increasing free time and rising standards of living as major contributory factors. Air travel has had a particularly significant effect since the 1960s. There must be a strong degree of historical perspective and coverage to gain this level, with the impact of the motor car shown as a factor primarily in the later twentieth century.
Examiners are expected to award marks for spelling, punctuation and the accurate use of grammar in this question.

<table>
<thead>
<tr>
<th>Level</th>
<th>Performance descriptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Candidates do not reach the threshold performance outlined in the performance description below.</td>
</tr>
<tr>
<td><strong>Threshold performance</strong></td>
<td>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.</td>
</tr>
<tr>
<td>1 mark</td>
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<tr>
<td><strong>Intermediate performance</strong></td>
<td>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.</td>
</tr>
<tr>
<td>2 marks</td>
<td></td>
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<tr>
<td><strong>High performance</strong></td>
<td>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.</td>
</tr>
<tr>
<td>3 marks</td>
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