



GCSE MARKING SCHEME

SUMMER 2025

HISTORY

COMPONENT 2: THEMATIC STUDY

**2H. CHANGES IN ENTERTAINMENT AND LEISURE
IN BRITAIN, c.500 TO THE PRESENT DAY**

C100U80-1

About this marking scheme

The purpose of this marking scheme is to provide teachers, learners, and other interested parties, with an understanding of the assessment criteria used to assess this specific assessment.

This marking scheme reflects the criteria by which this assessment was marked in a live series and was finalised following detailed discussion at an examiners' conference. A team of qualified examiners were trained specifically in the application of this marking scheme. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners. It may not be possible, or appropriate, to capture every variation that a candidate may present in their responses within this marking scheme. However, during the training conference, examiners were guided in using their professional judgement to credit alternative valid responses as instructed by the document, and through reviewing exemplar responses.

Without the benefit of participation in the examiners' conference, teachers, learners and other users, may have different views on certain matters of detail or interpretation. Therefore, it is strongly recommended that this marking scheme is used alongside other guidance, such as published exemplar materials or Guidance for Teaching. This marking scheme is final and will not be changed, unless in the event that a clear error is identified, as it reflects the criteria used to assess candidate responses during the live series.

COMPONENT 2: THEMATIC STUDY

2H. CHANGES IN ENTERTAINMENT AND LEISURE IN BRITAIN, C.500 TO THE PRESENT DAY

SUMMER 2025 MARK SCHEME

Instructions for examiners of GCSE History when applying the mark scheme

Positive marking

It should be remembered that learners are writing under examination conditions and credit should be given for what the learner writes, rather than adopting the approach of penalising him/her for any omissions. It should be possible for a very good response to achieve full marks and a very poor one to achieve zero marks. Marks should not be deducted for a less than perfect answer if it satisfies the criteria of the mark scheme.

GCSE History mark schemes are presented in a common format as shown below:

This section indicates the assessment objective(s) targeted in the question

Mark allocation:	AO1(a)	AO2	AO3 (a)	AO4
5	5			

Question: e.g., **Describe the growth of spectator sport in the nineteenth century.** [5]

This is the question and its mark tariff.

Band descriptors and mark allocations

	AO1(a) 5 marks	
BAND 3	Demonstrates detailed knowledge to fully describe the issue set within the appropriate historical context.	4–5
BAND 2	Demonstrates knowledge to partially describe the issue.	2–3
BAND 1	Demonstrates a weak, generalised description of the issue.	1

Use 0 for incorrect or irrelevant answers.

This section contains the band descriptors which explain the principles that must be applied when marking each question. The examiner must apply this when applying the marking scheme to the response. The descriptor for the band provides a description of the performance level for that band. The band descriptor is aligned with the Assessment Objective(s) targeted in the question.

Indicative content

This content is not prescriptive, and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

- *'Folk' sport being replaced by 'modern' sports like football, cricket and rugby with written rules, permanent venues, precise times and run by governing bodies.*
- *Industrialization and urbanisation expanded the opportunities for sport entrepreneurially which led to the rise of mass spectator sports, with new teams becoming established in growing towns, sometimes leading to rivalries between teams within the same town.*
- *Standardisation of rules led to inter-regional and ultimately national competitions.*
- *Sports like football, rugby, boxing and horseracing became increasingly popular with the working classes in particular.*
- *Increased leisure time as a result of the shortening of the working week, the introduction of Bank Holidays together with rises in income led to increased attendance at sporting events.*
- *The railway boom of the nineteenth century made travel easier with special trains being laid on for visiting supporters.*
- *Increased professionalism and league structures with the excitement and heartbreak of promotion and relegation ensured interest throughout the season and maximized attendance figures.*
- *Spectators at events began to be charged entrance fees and were hosted in purpose-built stadiums which added to the experience.*



This section contains indicative content (see below under banded mark schemes Stage 2). It may be that the indicative content will be amended at the examiner's conference after actual scripts have been read. The indicative content is not prescriptive and includes some of the points a candidate might include in their response.

Banded mark schemes

Banded mark schemes are divided so that each band has a relevant descriptor. The descriptor for the band provides a description of the performance level for that band. Each band contains marks. Examiners should first read and annotate a learner's answer to pick out the evidence that is being assessed in that question. Once the annotation is complete, the mark scheme can be applied. This is done as a two-stage process.

Banded mark schemes Stage 1 – Deciding on the band

When deciding on a band, the answer should be viewed holistically. Beginning at the lowest band, examiners should look at the learner's answer and check whether it matches the descriptor for that band. Examiners should look at the descriptor for that band and see if it matches the qualities shown in the learner's answer. If the descriptor at the lowest band is satisfied, examiners should move up to the next band and repeat this process for each band until the descriptor matches the answer.

If an answer covers different aspects of different bands within the mark scheme, a 'best fit' approach should be adopted to decide on the band and then the learner's response should be used to decide on the mark within the band. For instance, if a response is mainly in band 2 but with a limited amount of band 3 content, the answer would be placed in band 2, but the mark awarded would be close to the top of band 2 as a result of the band 3 content.

Examiners should not seek to mark learners down as a result of small omissions in minor areas of an answer.

Banded mark schemes Stage 2 – Deciding on the mark

Once the band has been decided, examiners can then assign a mark. During the examiner training meeting immediately prior to the commencement of marking, detailed advice from the Principal Examiner on the qualities of each mark band will be given along with examples of pre-marked work. When marking, examiners can use these examples to decide whether a learner's response is of a superior, inferior or comparable standard to the example. Examiners are reminded of the need to revisit the answer as they apply the mark scheme in order to confirm that the band and the mark allocated is appropriate to the response provided.

Indicative content is also provided for banded mark schemes. Indicative content is not exhaustive, and any other valid points must be credited. In order to reach the highest bands of the mark scheme a learner need not cover all of the points mentioned in the indicative content but must meet the requirements of the highest mark band.

Where a response is not creditworthy, either because it contains nothing of any significance to the mark scheme or no response has been provided, no marks should be awarded.

Question 1

<i>Mark allocation:</i>	AO1	AO2	AO3(a)	AO4
4		2	2	

Question: **Use Sources A, B and C to identify *one* similarity and *one* difference in holiday patterns and travel over time.** [4]

Band descriptors and mark allocations

	AO2 2 marks		AO3(a) 2 marks	
BAND 2	Identifies clearly one similarity and one difference.	2	Uses the sources to identify both similarity and difference.	2
BAND 1	Identifies either one similarity or one difference.	1	Uses the sources to identify either similarity or difference.	1

Use 0 for incorrect or irrelevant answers.

Indicative content

This content is not prescriptive, and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

Similarities –

- *Sources B and C show beach holidays.*
- *Sources A and C show foreign holidays.*
- *Sources B and C show families on holiday.*

Differences –

- *There are only men in Source A, but there are families in Sources B and C.*
- *In Source A the tourists are looking at ancient monuments, but in B and C they are on the beach.*
- *In Sources A and B the tourists are fully dressed whereas in Source C they are wearing beach clothes.*

Question 2

Mark allocation:	AO1 (b)	AO2	AO3 (a+b)	AO4
6	2		4	

Question: **Which of the two sources is the more reliable to an historian studying developments in theatre, stage and screen over time?** [6]

Band descriptors and mark allocations

	AO1(b) 2 marks		AO3 (a+b) 4 marks	
			Fully analyses and evaluates the reliability of both sources. There will be analysis of the content and authorship of both sources, producing a clear, well substantiated judgement set within the appropriate historical context.	3–4
BAND 2	Demonstrates detailed understanding of the key feature in the question.	2	Partial attempt to analyse and evaluate the reliability of both sources. There will be some consideration of the content and authorship of both sources with an attempt to reach a judgement set within the appropriate historical context.	2
BAND 1	Demonstrates some understanding of the key feature in the question.	1	Generalised answer which largely paraphrases the sources with little attempt at analysis and evaluation.	1

Use 0 for incorrect or irrelevant answers.

Indicative content

This content is not prescriptive, and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

- Source D is reliable to a degree as it is from someone who has seen Elizabethan theatres.
- To assess the reliability of the authorship there should be reference to his having visited at least some of the theatres he is describing, although his understanding of how they are viewed might be distorted or limited by his being a foreign tourist.
- While there is clear bias here this book was written not long after the events it describes and may accurately reflect the views and feelings of many people from this time.
- Source E is reliable to a degree as it is from an expert in television and an eyewitness to the period of time he is describing.
- As a television critic he would be fully aware of the range of programmes available on television by 1979, however it is less clear how he knows how much television people are watching and exactly what they are watching.
- To assess the reliability of the authorship there should be reference to how he has arrived at his conclusions about how much television is being watched and what sort of programmes were being watched.

There should be reference to the time and circumstances in which the sources were produced.

Question 3

Mark allocation:	AO1 (a)	AO2	AO3	AO4
5	5			

Question: **Describe the growth of spectator sport in the nineteenth century.** [5]

Band descriptors and mark allocations

	AO1(a) 5 marks	
BAND 3	Demonstrates detailed knowledge to fully describe the issue set within the appropriate historical context.	4–5
BAND 2	Demonstrates knowledge to partially describes the issue.	2–3
BAND 1	Demonstrates limited knowledge to describe the issue.	1

Use 0 for incorrect or irrelevant answers.

Indicative content

This content is not prescriptive, and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

- *'Folk' sport being replaced by 'modern' sports like football, cricket and rugby with written rules, permanent venues, precise times and run by governing bodies.*
- *Industrialisation and urbanisation expanded the opportunities for sport entrepreneurially which led to the rise of mass spectator sports, with new teams becoming established in growing towns, sometimes leading to rivalries between teams within the same town.*
- *Standardisation of rules led to inter-regional and ultimately national competitions.*
- *Sports like football, rugby, boxing and horseracing became increasingly popular with the working classes in particular.*
- *Increased leisure time as a result of the shortening of the working week, the introduction of Bank Holidays together with rises in income led to increased attendance at sporting events.*
- *The railway boom of the nineteenth century made travel easier with special trains being laid on for visiting supporters.*
- *Increased professionalism and league structures with the excitement and heartbreak of promotion and relegation ensured interest throughout the season and maximised attendance figures.*
- *Spectators at events began to be charged entrance fees and were hosted in purpose-built stadiums which added to the experience.*

Question 4

<i>Mark allocation:</i>	<i>AO1 (a+b)</i>	<i>AO2</i>	<i>AO3</i>	<i>AO4</i>
9	2	7		

Question: **Explain why entertainment for children changed during the twentieth century.** [9]

Band descriptors and mark allocations

	AO1(a+b) 2 marks			AO2 7 marks	
			BAND 3	Fully explains the issue with clear focus set within the appropriate historical context.	5–7
BAND 2	Demonstrates detailed knowledge and understanding of the key features in the question.	2	BAND 2	Partially explains the issue within the appropriate historical context.	3–4
BAND 1	Demonstrates some knowledge and understanding of the key features in the question.	1	BAND 1	Mostly descriptive response with limited explanation of the issue.	1–2

Use 0 for incorrect or irrelevant answers.

Indicative content

This content is not prescriptive, and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

- *Developments in photography and printing led to more children's books, magazines and eventually comics for those who could read. By the twentieth century, all children received at least a basic education children's comics and books became more popular. Publishers of comics identified a lucrative, juvenile market. They started off being educational but over time developed a more humorous side and larger than life characters like Billy Bunter in Magnet or Dennis the Menace in the Beano.*
- *Board games like Scrabble and Monopoly began to become available more cheaply from the 1930s along with jigsaw puzzles. New board games continued to be developed based on mysteries like Cluedo in the 1950s, more interactive games like Mousetrap or Kerplunk in the 1960s and even quiz-based games like Trivial Pursuit in the 1980s.*
- *From 1922 the BBC had produced radio programmes for children in the Children's Hour. Listen with Mother had 1 million listeners by the 1950s but there were other radio shows that drew in large audiences from children like Journey into Space and Dick Barton, Secret Agent.*
- *By the 1950s children's programmes like Muffin the Mule and Watch With mother were being broadcast on television. This opened up to include a wide range of children's programmes from the 1960s onwards from magazine programmes like Blue Peter and Magpie, science fiction like Thunderbirds and Doctor Who and gameshows like Crackerjack. By the twenty-first century there were dedicated children's television channels like Cbeebies and CITV.*
- *The first computer games like Spacewar were developed in the 1960s and moved from being available via video arcades like Space Invaders in the 1970s to home gaming systems in the 1980s and 1990s where games like Super Mario Bros and Sonic the Hedgehog became popular. Easier and cheaper access to home computing, the internet and mobile phones have also increased the use of computer games for children's entertainment.*

Question 5

<i>Mark allocation:</i>	<i>AO1 (a+b)</i>	<i>AO2</i>	<i>AO3</i>	<i>AO4</i>	<i>SPaG</i>
20	6	10			4

Question: **Outline how attitudes towards cruelty in sport have changed from c.500 to the present day.** [16+4]

Band descriptors and mark allocations

	AO1(a+b) 6 marks		AO2 10 marks	
BAND 4	Demonstrates very detailed knowledge and understanding of the key issue in the question.	5–6	Provides a fully detailed, logically structured and well organised narrative account. Demonstrates a secure chronological grasp and clear awareness of the process of change.	8–10
BAND 3	Demonstrates detailed knowledge and understanding of the key issue in the question.	3–4	Provides a detailed and structured narrative account. Demonstrates chronological grasp and awareness of the process of change.	5–7
BAND 2	Demonstrates some knowledge and understanding of the key issue in the question.	2	Provides a partial narrative account. Demonstrates some chronological grasp and some awareness of the process of change.	3–4
BAND 1	Generalised answer displaying basic knowledge and understanding of the key issue in the question.	1	Provides a basic narrative account. Demonstrates limited chronological grasp and limited awareness of the process of change.	1–2

Use 0 for incorrect or irrelevant answers.

Indicative content

This content is not prescriptive, and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

- *In the medieval period hunting was widespread, although for poorer people it was to find food on common land, while for the rich it was for sport, often by license from the monarch in their forests – this often took the form of “at force” hunts where teams of men would use dogs to track their prey and tire them out, ready for the kill, but could also involve using a bow and arrow from horseback. The Church taught that hunting and cruelty to animals was not against God as animals did not have souls and in the Bible God had given man dominion over the animals. Public executions, torture and humiliation of criminals were also treated like spectator sports, often drawing large crowds in towns.*
- *While these ideas continued into the early modern period, there was an increasingly vocal minority of critics like Sir Thomas More who opposed what they saw as savagery towards animals. The sixteenth and seventeenth centuries saw the expansion of the abuse of animals for entertainment with the growing popularity of bullbaiting where trained dogs were used to attack bulls who were tethered to a stake. Cock fighting also became a spectator sport where fights could make a lot of money for gamblers and was a favourite sport of monarchs like Henry VIII and Elizabeth I. The cockerels would have their beaks, and some wore sharp spurs on their feet to increase the amount of injury they could inflict on each other. Cockfighting continued into the nineteenth century even though it was banned by Cromwell in the middle of the seventeenth century.*
- *Many of these cruel sports continued into the modern era, although in 1822 a law passed to prevent the cruel treatment of cattle was the first example of legislation for animal welfare in the world. The Protection of Animals Act of 1835 made bullbaiting, bear and badger-baiting, hunting and cock-fighting illegal. Bare-knuckle fighting had become the most popular sport in Britain by the 1820s, although there had been some attempts to regulate it in the eighteenth century. Rules in sport had begun more generally in the eighteenth century for horse racing and cricket and by the nineteenth century politicians and businessmen were becoming increasingly concerned with the violence of sports like football. Rules introduced from the mid nineteenth century to standardise sports like football, rugby, boxing and tennis emphasised fair play and prohibited excessively violent behaviour. Fox hunting with dogs which had been seen as cruel by some since it had become popular in rural communities the sixteenth century was finally banned after decades of political debate in 2004, although anti-hunt campaigners continue to claim that the ban is regularly being broken. By the twenty-first century there were a number of organisations that campaigned against animal cruelty, some of which lobby politicians to take action like the Royal Society for the Prevention of Cruelty to Animals (RSPCA), while others take matters into their own hands like the Animal Liberation Front.*

After awarding a band and a mark for the response, apply the performance descriptors for spelling, punctuation and the accurate use of grammar (SPaG) and specialist terms that follow.

In applying these performance descriptors:

- learners may only receive SPaG marks for responses that are in the context of the demands of the question; that is, where learners have made a genuine attempt to answer the question
- the allocation of SPaG marks should take into account the level of the qualification.

Band	Marks	Performance descriptions
<i>High</i>	4	• Learners spell and punctuate with consistent accuracy • Learners use rules of grammar with effective control of meaning overall • Learners use a wide range of specialist terms as appropriate
<i>Intermediate</i>	2–3	• Learners spell and punctuate with considerable accuracy • Learners use rules of grammar with general control of meaning overall • Learners use a good range of specialist terms as appropriate
<i>Threshold</i>	1	• Learners spell and punctuate with reasonable accuracy • Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall • Learners use a limited range of specialist terms as appropriate
	0	• The learner writes nothing • The learner's response does not relate to the question • The learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning

Question 6 (a)

Mark allocation:	AO1 (a)	AO2	AO3	AO4
8	8			

Question: (a) **Describe two forms of entertainment associated with Alexandra Palace in the twentieth and twenty-first centuries.** [8]

Band descriptors and mark allocations

	AO1(a) 8 marks	
BAND 3	Offers relevant and accurate knowledge to describe features of the historic site set within its appropriate historical context.	6–8
BAND 2	Offers some relevant and accurate knowledge to describe features of the historic site set within its historical context.	3–5
BAND 1	Offers a generalised description with limited knowledge of features of the historic site.	1–2

Indicative content

This content is not prescriptive, and candidates are not expected to refer to all the material identified below. Any two of the following features could be described:

- *Alexandra Palace continued to be a venue for sports throughout the period. The roller-skating rink which opened in the old concert hall in 1901 remained a popular visitor attraction until the 1970s. By 1990 an ice-skating rink had been opened instead. Live sporting events like the Masters Snooker and World Darts are still broadcast from there, along with most recently the Red Bull Soap Box Derby. During the 2012 Olympics Alexandra Palace was used as the base for team from the Netherlands.*
- *The Palace came to be used as a venue for rock bands following the 1967 counterculture “14 hour Technicolour Dream”, followed by gigs by the Rolling Stones, Led Zeppelin and the Grateful Dead. The Stone Roses played one of their biggest concerts at Alexandra Palace in 1990 and Blur launched their Parklife album from there in 1994. Alexandra Palace also became the location of the Brit Awards were broadcast from between 1993 and 1996 and has also been the venue for the MTV Europe Music Awards and the MOBOs. In 2016 Apple Music live-streamed a Skepta performance from Alexandra Palace. It continues to be an important music venue today with recent bands like Fontaines DC ending their British tour there in 2021, following its use as the venue for the Nick Cave film ‘Idiot Prayer’ broadcast during the national COVID lockdown in spring 2020 and now available as a live album.*
- *Cinema equipment was fitted into the theatre in the 1900s. The theatre continued to be used by amateur dramatic societies for performances and singer/actress Gracie Fields used it to rehearse during the 1920s. The Victorian theatre stopped being used in the 1930s, apart from being used as a temporary extra television studio by the BBC but re-opened after its restoration in 2018 with a concert as part of the BBC Proms series, followed by shows from Horrible Histories and an evening of jazz presented by Ronnie Scott’s club. It is currently being used as part of the “Later... With Jools Holland” BBC Programme where bands are recorded playing live.*
- *The Palace’s parkland continued to be important. The Parkland Walk through many of the hills to the north of London passes through Alexandra Park along the disused railway line. Passenger services ended in 1954, and the line was completely shut by the 1960s. The tracks were pulled up in 1971. Haringey Council opened the old line as a 3.1 mile ‘linear park’ in the 1980s. The Friends of the Parkland Walk look after the park to the*

present day. They continue to work to maintain and improve access for walkers. As environmentalism becomes more influential in Britain the Parkland Walk reflects this as over 200 species of wildflowers have become home to thousands of animals, insects and birds.

- In 1935 the BBC leased the old dining rooms in the eastern part of Alexandra Palace to begin experiments in television broadcasting as it was high enough to broadcast from so the signal could reach as many people as possible. The world's first regular television broadcast service was made from Alexandra Palace on 2nd November 1936. The BBC began with variety shows like "Picture Page" filled with performers and acts who usually performed in the theatres. Sports like golf and racing, even gardening programmes like the one presented by Mr. Middleton began to be shown. Television broadcasting was shut down during the Second World War. After the war, dramas, children's programmes and variety shows continued to be broadcast from the Palace until the BBC moved them to their Lime Grove studios. BBC News continued to broadcast from the Palace until 1969 and the Open University broadcast from there until 1981. In the 1990s the Palace studios were used to experiment with digital and HD broadcasting.
- There are several different forms of entertainment that Alexandra Palace has been associated with in the twentieth and twenty-first centuries – students should be rewarded for describing any two of those listed above.

Question 6 (b)

<i>Mark allocation:</i>	<i>AO1</i>	<i>AO2</i>	<i>AO3</i>	<i>AO4</i>
12		12		

Question: **(b) Explain why Alexandra Palace is important in showing how popular entertainment has changed between 1859 and the present day.** [12]

Band descriptors and mark allocations

	AO2 12 marks	
BAND 4	Offers a sophisticated and reasoned explanation and analysis of the historic site and its relationship with historic events and developments. The answer fully addresses the position of the historic site in showing changes in entertainment and leisure set within the appropriate historical context.	10–12
BAND 3	Offers a reasoned explanation and analysis of the historic site in showing changes in entertainment and leisure set within the appropriate historical context.	7–9
BAND 2	Offers some explanation and analysis of the historic site in showing changes in entertainment and leisure set within the appropriate historical context.	4–6
BAND 1	Offers a generalised explanation and analysis of the historic site with limited reference to changes in entertainment and leisure.	1–3

Use 0 for incorrect or irrelevant answers.

Indicative content

This content is not prescriptive, and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

- *By the nineteenth century people who lived in towns had more and more leisure time as a result of restrictions on working hours that followed on from the Factory Acts. Leisure was no longer just for the rich, now it was for the workers as well. People were looking for opportunities to escape from their working lives, even if it was just for a few hours. Somewhere like Alexandra Palace could offer them a variety of opportunities to escape – watching or playing sport, walking the extensive landscaped grounds, having fun at the fair, indulging their curiosity with art galleries and lectures.*
- *The Victorian theatre at Alexandra Palace still exists today and illustrates many of the techniques and technologies that were developed in Victorian times to create the spectacles that people came to the theatre to see. The theatre held audiences of up to 3,000 who would come to see operas and dramas, operas and ballets, as well as music hall acts and pantomimes. From 1896 the theatre would also be used as a cinema and a permanent projector was installed in 1905.*
- *It was very difficult to run the park at a low enough cost to keep it popular, so a 1901 Act of Parliament declared the Palace and Park to be “a place of public resort and recreation” and created the Alexandra Palace and Park Trust to run it. This is significant as it is one of the earliest examples of laws to protect public access and had kept the site free and open to the public ever since.*
- *The Palace became the site of the first BBC television broadcasts after the trustees leased the old dining rooms of Alexandra Palace to the British Broadcasting Corporation (BBC) for twenty years in 1935 to use as the site for their experiments in television broadcasting. From November 1936 the BBC studios at the Palace became the centre of Britain’s first regular television recording and broadcasting service.*
- *The BBC Garden on the south side of the hill that Alexandra Palace is built on was created as part of the first ever gardening show broadcast at the end of November in 1936. It was called “In Your Garden” presented by Cecil Middleton, who was one of the well-known BBC radio presenters. This programme was particularly important as it was the first outside broadcast, live and unrehearsed. Middleton became such an influential figure as a result of this that he went on the front the government’s “Dig for Victory” campaign in the Second World War, to encourage people to grow their own food. The garden is still visited by 3 million people a year now,*
- *When the BBC started television broadcasts again in 1946 it was a time of austerity and rationing when most ordinary people would have struggled to buy a television. However, the government thought it was important to help boost people’s morale as well as providing a showcase for British electronics which could be sold abroad. Most BBC production moved to Lime Grove in 1956, and BBC News took over the Alexandra Palace studios before becoming the base for Open University broadcasts in the 1970s.*
- *Before its recent revival as a venue for the televising of sports events like snooker or darts, as well as award shows like the MOBOs, Alexandra Palace had also become a venue for rock concerts from the Rolling Stones and Pink Floyd in the 1960s to Blur in the 1990s to Fontaines DC and Nick Cave in the 2020s. It is also currently the venue for the recording of the long-running BBC music television series “Later with Jools Holland”.*