

MARK SCHEME

Component 2: THEMATIC PAPER

2H. Changes in Entertainment and Leisure in Britain, c.500 to the present day

Question 1

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

Question: **Use Sources A, B and C above to identify one similarity and one difference in the forms of entertainment 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 – A and B show live performances; B and C show public performances/mass audiences

Differences – A shows a private feast whereas C shows a public cinema; C shows modern film technology whereas B is a live performance; A is a feast whereas B is theatre

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 cruelty in sport and entertainment 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 an historian for several reasons: it was written at the time by the French Ambassador to Henri III, King of France; it describes the Queen's love of hunting and hawking in an age when there was no concept of cruel sport and violent animal sport was popular; reliability is enhanced as it shows that hunting was the mark of the gentleman and to the royal sport of falconry;*
- *to assess the reliability of the authorship there should be reference to the ambassador being well-informed and the fact that he is writing to his king; the author, however, offers his opinion, emphasising the Queen's skills in hunting in order to gain favour with the English court; this is likely to have an impact on the reliability of the source regarding the study of cruel sports;*
- *Source E is reliable to an historian for several reasons: it is from a regional newspaper which leads with a report that although fox hunting was banned in 2005, the practice continues;*
- *to assess the reliability of the authorship there should be reference to the tone of the headline; the newspaper appears to have a particular angle on this issue, implying bias, which affects the reliability of the source; the newspaper deals with the controversial issue, adding weight to the continuing debate.*

Question 3

<i>Mark allocation:</i>	<i>AO1 (a)</i>	<i>AO2</i>	<i>AO3</i>	<i>AO4</i>
5	5			

Question: **Describe the types of games played by children in Victorian times.** **[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:

- *the types of games played by children in Victorian times can be described with reference to several historical features:*
- *indoor games with nursery and parlour games for the rich;*
- *home- made toys for the poor such as peg dolls ;*
- *out-door games such as football;*
- *toys as reflecting gender roles in adulthood – swords and bows and arrows for boys and dolls for girls.*

Question 4

Mark allocation:	AO1 (a+b)	AO2	AO3	AO4
9	2	7		

Question: **Explain why rock and roll music became popular in the 1950s and 1960s.** **[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:

- *Rock and roll music became popular in the 1950s and 1960s for a variety of reasons:*
- *rock and roll music proved a form of rebellion giving youth its own identity at a time that emphasised conformity;*
- *the rhythmic and exciting nature of the music and dances appealed to many young people;*
- *the appeal of specific performers who appeared different and exotic including Elvis Presley, Bill Haley and Eddie Cochran;*
- *rock and roll was popularised by exposure on the radio and in local coffee bars and dance halls;*
- *the quality of recording improved in the 1950s and 1960s with amplified instruments and recording studios.*

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 the development of sport has 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:

- *the process of changes in the development of sport over time will be explored through the creation of a narrative covering the three historical eras in this theme. Answers will demonstrate structured and well organised narrative accounts of the major changes in the development of sport across the whole period covered;*
- *in relation to the medieval era candidates may stress that sport was very basic and based largely on human strength or speed; there will be reference to sport as practice for or even a substitute for war in the medieval era such as jousting; more ordinary people held tests of strength and endurance; there were few, if any, team sports;*
- *in the early modern era candidates will stress that the simple nature of sport for most people remained; however, there were some changes in the narrative; there will be reference to village and parish rivalries in the early modern period leading to the first 'team' events; hunting became more of a sport rather than a means to ensure food;*
- *candidates will show that the real beginning of change in the development of sport is seen in the nineteenth century; expect reference to the development of organised sports in the nineteenth century with laws and regulations set up; the growth of team sports based around new towns and cities; the growth of spectator sports linked to the railway network in the later nineteenth century; all of which were major turning points in the development of sport;*

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- candidates will then show that the development of sport increases its pace in the twentieth century, especially at the professional level; expect reference to sponsorship and the amount of wealth in sports such as football, motor racing and boxing; the role of the media in promoting the professional game, changes in spectator habits including new stadia and venues, official encouragement of sport in the later twentieth century including the building of local sports centres; the increasingly high profile of women and the disabled in sport in the twenty-first century; some candidates may point out that despite the huge changes in professional sport, for most ordinary people sport remains an activity which leads to enjoyment whether as a participant or as a spectator.

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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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 types of entertainment available in Blackpool in the late nineteenth and early twentieth centuries. [8]**

Band descriptors and mark allocations

AO1(a) 8 marks		
BAND 3	Offers detailed knowledge to fully describe two main features of the historic site set within its appropriate historical context.	6-8
BAND 2	Offers some knowledge to describe two main features of the historic site set within its historical context.	3-5
BAND 1	Offers a generalised description with limited knowledge of two main 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:

- *the types of entertainment in Blackpool in the late nineteenth and early twentieth centuries were generally those associated with the environment of new seaside resorts in England. Most answers will describe these features, but there should be reference to the specific entertainment features that marked the growth of Blackpool as a popular resort;*
- *aspects of beach entertainment associated with the historic site of Blackpool: general references will include descriptions of the entertainments associated with the beach at Blackpool including paddling, donkey rides, pierrots and Punch and Judy shows and promenading. They may also describe the construction and use of the Pier;*
- *more specialised entertainment associated with the historic site of Blackpool: more specific references will describe the entertainments associated with the theatres, the Winter Gardens and the Blackpool Tower in the 1890s or the establishment of the first cinema, the rides of the Pleasure Beach and the Blackpool Illuminations in the first decades of the twentieth century.*

Question 6 (b)

Mark allocation:	A01	A02	A03	A04
12		12		

Question: **(b) Explain why the development of Blackpool shows changes in holiday patterns in the late nineteenth and early twentieth centuries. [12]**

Band descriptors and mark allocations

	A02 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:

- *analysis of the development of the historic site of Blackpool in the late nineteenth and early twentieth centuries and how it shows changes in holiday patterns during this period;*
- *most answers will associate the historic site of Blackpool with the development of holidays for the working class and the creation of seaside holiday resorts;*
- *there will be reference to the creation of the traditional British seaside holiday during this period as exemplified by the development of Blackpool;*
- *the attractions of the traditional seaside holiday will be discussed; these may include donkey rides, pier entertainment, promenading, and Punch and Judy;*
- *Blackpool was especially popular with the 'Wakes Week' holidaymakers from the Lancashire and Yorkshire mills and mines and the Scottish ship, mine and steelworkers travelling mainly by rail for their annual holiday; hundreds of special trains travelled into the town every weekend.*
- *the growth of Blackpool as a seaside resort also has to be seen in the historical context of establishment of Bank Holidays in 1871 which gave holidays to workers at Easter, Whitsun and in August;*

- *as the twentieth century progressed increasing pressure by trade unions saw more industries give paid holiday leave to employees and Blackpool continued to benefit from this trend;*
- *in these ways, analysis of the historic site of Blackpool in the late nineteenth and early twentieth centuries shows that there are a number of historical factors that are linked to changes in holiday patterns in this period.*