

# ENTERTAINMENT COURSEWORK ASSIGNMENTS

## **GCSE HISTORY COURSEWORK ASSIGNMENTS**

### **Teacher Information**

#### **Introduction:**

These assignments comprise sources, questions and mark schemes which will enable your pupils to fulfil the coursework requirements in history for Edexcel Foundation specifications for first examination in summer 2003. You may use these assignments as they stand. They have been designed to assess the full range of grades targeted by the syllabus (Grades G-A\*). Assistance may be given in class to aid the comprehension of the sources.

You may also adapt these assignments if wished by:

- providing additional or replacement sources
- providing additional or replacement questions.

However, if you wish to make changes you should submit these to Edexcel Foundation for approval to ensure that revised sources or questions give candidates appropriate opportunity to meet the targets specified at the appropriate level.

#### **Management of the assignment:**

The assignment has been designed to accommodate some flexibility of classroom practice. The following points should be borne in mind:

- Although all the questions *may* be tackled as part of a single task, this is not necessary. The timing of individual questions within an assignment may be staggered over a period of time and integrated into the programme of study.
- Candidates may use the sources provided in the pack as part of their preparation for Assignment 1 but this is not a requirement.
- Your candidates should draw upon their contextual knowledge when using the sources for Assignment 2. The historical content listed below should be familiar to candidates before they attempt to answer the questions.

# Entertainment in the 1930s

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This assignment should arise from a teaching programme designed to occupy approximately half a term. Before candidates begin this assignment they should have knowledge of:

- The development of the cinema in the early twentieth century
- The development of the wireless and popular music
- The impact of the creation of the BBC and its role in broadcasting.

## Introduction

The 1930s was the decade of the Great Depression. For millions of people all over the world it was a period of great hardship and suffering. But the 1930s were also the period of record cinema attendance and record support for sports like football and cricket. It seemed that the British people had more leisure time than ever before and more money to spend on entertaining themselves.

Why did entertainment become such a major industry in the 1930s? Why did the British people spend so much more on entertainment than ever before at a time when unemployment was at such a high level? These are some of the questions that you will be answering as you tackle this assignment.

**SOURCE A: Part of a survey carried out in 1939 on the effects of the wireless on everyday life**

Broadcasting has supplied not only a vast new way of spending leisure by family 'listening-in' but a vastly wider range of conversation. This was agreed on all sides. One listener gives a picture of his home. 'You get the family sat in the house of a night and there's a talk on the wireless. Someone doesn't agree and pulls it to pieces. Then they all has a go and gets outside of it. I've known them argue for hours.'

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**SOURCE B: Percentages of British households with wireless licences**

1924	10%
1939	71%

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**SOURCE C: Part of a book published in the 1970s, which described life in the 1930s**

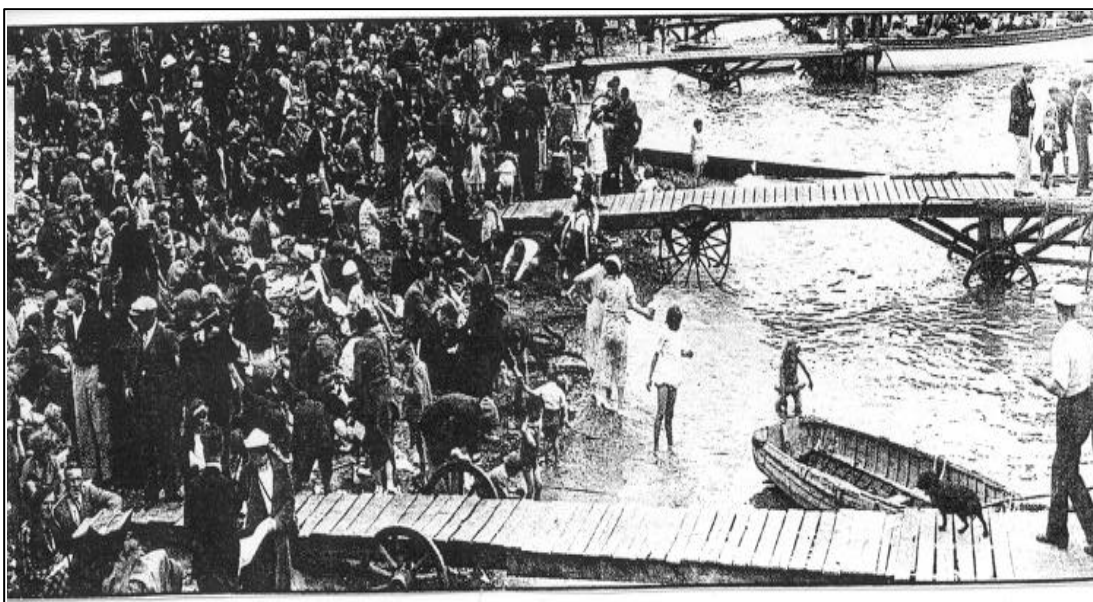
Uncle Joe bought a wireless from Currys for some money down and then an instalment of sixpence a week. Our excitement was truly electric! Mum had a pink glow in her cheeks and we children were getting under Uncle's feet. He unwrapped the shiny black and white set, and hushed us up while he read the instructions. You could have heard the proverbial pin drop. One end of the sideboard was cleared and the wireless placed as reverentially as if it had been the Crown Jewels. There was a great length of wire called an aerial. Uncle connected it up. 'Hey Presto.' Music came out. We were indeed entering the electric age.

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**SOURCE D: Part of a description of Blackpool published in a magazine in the 1930s**

Blackpool, extending for about seven miles along a bracing windswept sea-front, is known the world over for its gaiety; but all its lively, boisterous good spirits are built upon a solid foundation, for the place is a hundred per cent health resort. Here the very air brings vim, and the making of amusement is a business, so there is always something to do. There seems room for everyone, even in a place to which the railway company brings in a single day as many as 100,000 people.

**SOURCE E: A photograph of Southend beach taken in the 1930s**



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**SOURCE F: Part of a speech made in the House of Commons in November 1937**

This Bill will make it obligatory on the part of employers to give every person an annual holiday of eight consecutive days with pay. The present conditions are somewhat deplorable in certain trades and industries. Practically 72% of working people are without an annual holiday with pay. In thousands of cases, especially in homes where there are three or four little children, it is not a question of providing a holiday at the seaside, because even if holidays were granted they are in such circumstances that they could not get away to the seaside for a day.

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**SOURCE G: A description of a holiday camp in the 1930s; this was written in the 1980s**

Just before the war we tried out a holiday camp. We had a little chalet and I remember Dad being put out because he said he couldn't get out of bed without putting his feet out of the window. But we children thought it was marvellous – there was a swimming pool, and games you could join in or not, as you wanted, such as quoits, tennis or miniature golf. In the evenings they had dances, with good old time dancing with fox-trots and waltzes. They had cinema shows and competitions – they held a photographic competition and I won a prize with my little box Brownie camera. There was also a beauty contest for men.

**SOURCE H: Weekly attendance at cinemas in Britain in 1934**

Population	46,000,000
Weekly attendance	18,500,000
Number of cinemas	5,000

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## **Assignment One: Objective 1**

1. Describe popular entertainment in Britain at the beginning of the 1930s. **(15)**
2. Why did the wireless and the cinema become so popular in Britain in the 1930s? **(15)**
3. In what ways had popular entertainment in Britain changed by 1939? **(20)**

**(Total: 50 Marks)**

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## Assignment Two: Objectives 2 and 3

1. Study Source A

What can you learn from Source A about the effects of the wireless on family life?

**(6)**

2. Study Sources A, B and C

Does the evidence of Source C support the evidence of Sources A and B about the effects of the wireless? Explain your answer.

**(8)**

3. Study Sources D and E

How useful are Sources D and E in helping you to understand why seaside resorts became more popular in the 1930s?

**(10)**

4. Study Sources F and G

Use Sources F and G, and your own knowledge, to explain why more people were taking annual holidays by 1939 compared to 1930.

**(12)**

5. Study all of the sources

‘For most people in Britain, the 1930s was not the decade of the Great Depression, it was a time when they were better entertained than ever before.’

Use the sources and your own knowledge to explain whether you agree with this view.

**(14)**

**(Total: 50 Marks)**

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## Coursework Assignment Markscheme

### Entertainment in the 1930s

#### Assignment One: Assessment Objective 1

1. Describe popular entertainment in Britain at the beginning of the 1930s.

**Target: Key features/recall of knowledge**

- Level 1:** Simple statements supported by some knowledge, e.g. wireless, sport, cinema, records etc. **(1-5)**
- Level 2:** Developed statements supported by relevant knowledge, e.g. details of wireless programmes, films, sports, music etc. **(6-10)**
- Level 3:** Developed exposition supported by selected knowledge, e.g. explains which entertainments were popular with different social groups etc. **(11-15)**

2. Why did the wireless and the cinema become so popular in Britain in the 1930s?

**Target: Causation/recall of knowledge**

- Level 1:** Simple statements supported by some knowledge, e.g. they became cheaper, people were better off, relief from the Depression etc **(1-5)**
- Level 2:** Developed statements supported by relevant knowledge, e.g. details of reasons, wirelesses could be bought on HP, became cheaper because of Assembly Line, cinema prices declined, most people better off, a break from reality etc. **(6-10)**

**Level 3:** Developed explanation supported by selected knowledge, e.g. makes links between factors, wireless and cinema were ‘new industries’, which were relatively unaffected by the Depression, real wages rose, escapism in style of films in 1930s etc. (10-15)

3. In what ways had popular entertainment in Britain changed by 1939?

**Target: Change/recall of knowledge**

**Level 1:** Simple statements supported by some knowledge, e.g. television, rambling cycling, holidays etc. (1-5)

**Level 2:** Developed statements supported by relevant knowledge, e.g. details of changes, cycling clubs, Youth Hostel Association, Ramblers’ Association, the motor car, Butlins etc. (6-10)

**Level 3:** Developed explanation supported by selected knowledge, e.g. makes links between factors, cycling and motor car gave access to countryside, legislation gave paid holidays, Butlins took advantage of relative affluence etc. (11-15)

**Level 4:** Sustained argument supported by precisely selected knowledge, e.g. assesses significance of change since 1930 and relates to social groups, the very poor unaffected etc. (16-20)

## Coursework Assignment Markscheme

### Entertainment in the 1930s

#### Assignment Two: Assessment Objective 2 and 3

##### 1. Study Source A

What can you learn from Source A about the effects of the wireless on family life?

##### **Target: Comprehension of a source**

**Level 1:** Simple statements supported by some knowledge taking the source at face value, e.g. the wireless was a benefit, it provided information etc. **(1-3)**

**Level 2:** Developed statements supported by relevant knowledge making inferences from the source, pointing out the weaknesses of the source or setting the source in context, e.g. survey suggests that it helped improve family life/cohesion etc. **(4-6)**

##### 2. Study Sources A, B and C

Does the evidence of Source C support the evidence of Sources A and B about the effects of the wireless? Explain your answer.

##### **Target: Cross referencing and evaluation of sources**

**Level 1:** Simple statements supported by some knowledge taking the sources at face value, e.g. it became very popular, a lot of people listened to it etc. **(1-3)**

**Level 2:** Developed statements supported by relevant knowledge making inferences from the sources, pointing out the weaknesses of the sources or setting the source in context, e.g. explains how people could afford it, families listened together, there was a major growth in ownership etc. **(4-6)**

**Level 3:** Developed explanation supported by selected knowledge and making positive use of the nature, origin and purpose of the sources, eg tone is similar in A and C and is backed up by the statistics in B; C refers to the use of the wireless purely for entertainment, A is referring to education etc. (7-8)

### 3. Study Sources D and E

How useful are Sources D and E in helping you to understand why seaside resorts became more popular in the 1930s?

#### **Target: Analysis and evaluation of sources for utility**

**Level 1:** Simple statements supported by some knowledge taking the sources at face value, eg Blackpool has many attractions, Southend has many visitors etc. (1-3)

**Level 2:** Developed statements supported by relevant knowledge making inferences from the sources, pointing out the weaknesses of the sources or setting the sources in context, e.g. in D entertainment is described as a business, which suggests that Blackpool had set out to attract visitors, Southend was mainly for day-trippers from London in the 1930s etc. (4-6)

**Level 3:** Developed explanation supported by selected knowledge and making positive use of the nature, origin and purpose of the sources, eg D is an article trying to attract people to Blackpool, it is bound to be exaggerating; E is a photograph which could have been taken on a bank holiday etc. (7-10)

#### 4. Study Sources F and G

Use Sources F and G, and your own knowledge, to explain why more people were taking annual holidays by 1939 compared to 1930.

#### **Target: Analysis and interpretation of sources/recall of knowledge**

- Level 1:** Simple statements supported by some knowledge taking the sources at face value, e.g. everybody was going to get paid holidays, Butlins had opened etc. **(1-3)**
- Level 2:** Developed statements supported by relevant knowledge making inferences from the sources, pointing out the weaknesses of the sources or setting the sources in context, e.g. falling prices made holidays possible; Butlins offered many attractions for all members of then family etc. **(4-6)**
- Level 3:** Developed explanation supported by selected knowledge and making positive use of the nature, origin and purpose of sources, e.g. F is a speech in Parliament trying to persuade MPs to vote for the Bill, so it is likely to be emphasising certain points, but numbers of people taking annual holidays rose in 1930s from 1,000,000 to 11,000,000, Butlins was very popular, although this was one person's view etc. **(7-10)**
- Level 4:** Sustained argument supported by precisely selected knowledge and using the sources as evidence, e.g. F shows that there was concern in Parliament and that it became law; by 1939 half of the people in Britain took holidays, G explains how Butlins provided holidays for people on a limited budget etc. **(11-12)**

## 5. Study all of the sources

'For most people in Britain, the 1930s was not the decade of the Great Depression, it was a time when they were better entertained than ever before.'

Use the sources and your own knowledge to explain whether you agree with this view.

### **Target: Analysis of interpretation of events/recall of knowledge**

- Level 1:** Simple statements supported by some knowledge taking the sources at face value supporting or opposing the view, e.g. the sources show that there was more entertainment etc. **(1-3)**
- Level 2:** Developed statements supported by relevant knowledge making inferences from the sources, supporting or opposing the view, e.g. new forms of entertainment described, wireless, cinema, holidays, motor car etc. **(4-6)**
- Level 3:** Developed explanation supported by selected knowledge and making positive use of the Nature, Origin and Purpose of sources to support or oppose the view, e.g. most people did benefit because the entertainment came from the 'new industries' which employed more people and paid higher wages etc. **(7-11)**
- Level 4:** Sustained argument supported by precisely selected knowledge and using the sources as evidence to assess the view and compare it with alternative views, e.g. the majority of people did benefit, but a substantial minority did not; they could not afford to pay for holidays, more than 40% of the British people never went on holiday. **(12-14)**