

# FOOTBALL COURSEWORK ASSIGNMENTS

(AO2 & AO3 ONLY)

# 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 the 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 The historical content listed below should be familiar to candidates before they attempt to answer the questions.

# Football

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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:

- Popular entertainment in Britain in the first half of the nineteenth century
- The origins of football in the first half of the nineteenth century
- The impact of economic and social change on sport in the nineteenth century
- The reasons for the development of professional sport in Britain in the second half of the nineteenth century.

## Introduction

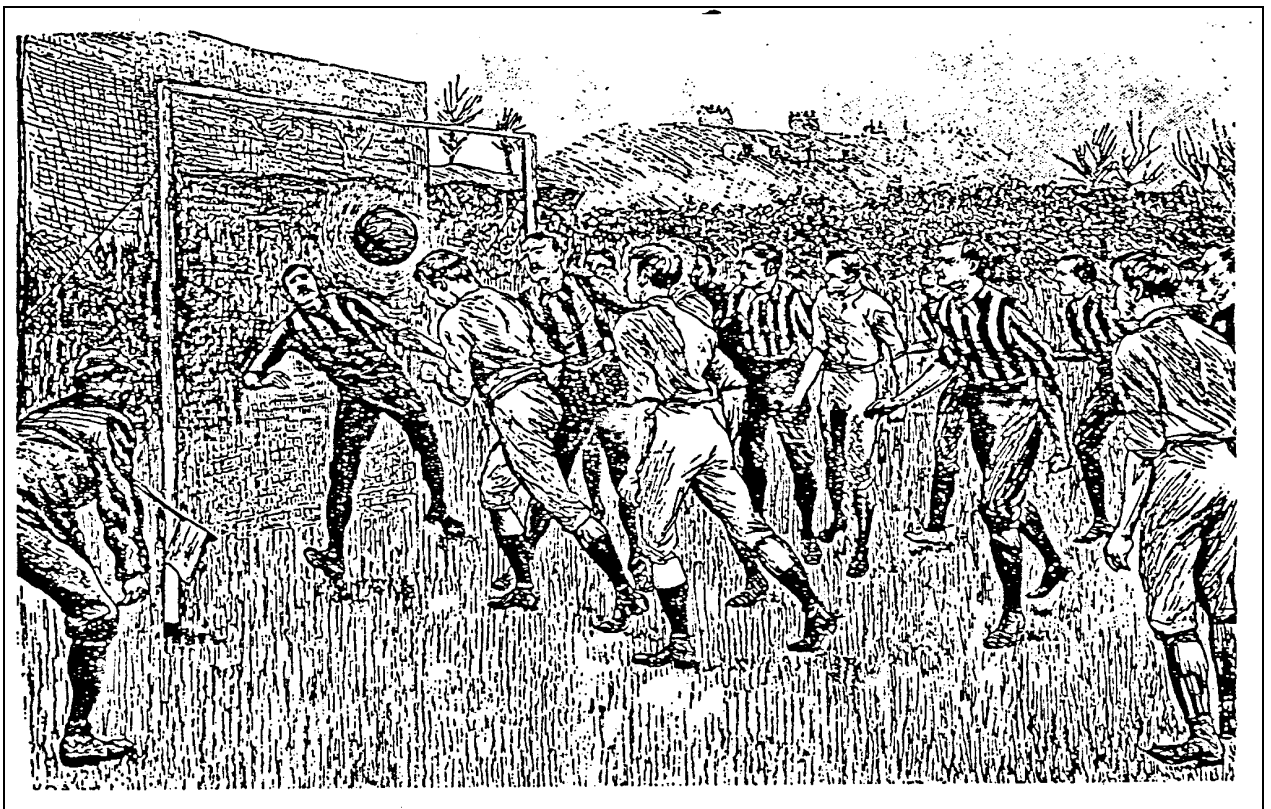
Football began from very diverse sources. In the first half of the nineteenth century there were many versions of the game, with very different rules. Yet by the end of the century, it was an organised and codified sport. This assignment asks you to investigate how and why these changes took place and to trace the development of the sport in the twentieth century.

**SOURCE A:** from *'They Saw it Happen, An Anthology of Eyewitness Accounts of Events in British History 1689-1897'*

To the historian, Association Football is an important achievement of Victorian England. The movement began in the public schools. They took the traditional mob scrimmage and turned it into a game of remarkable skill. The origins of the game spread from the public schools to the universities and then to London where the great amateur clubs organised the game and launched the English cup. From London it spread to the industrial north and midlands, largely pioneered by public school men. Muscular Christianity laid the foundations of many of the great clubs of today: Aston Villa sprang from a Methodist Sunday School.

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**SOURCE B:** from *'The Illustrated London News'*, March 1891, showing the football challenge cup match between Blackburn Rovers and Notts County



**SOURCE C: a contemporary account of the crowd disturbances at the 1909 Scottish Cup Final replay between Glasgow Celtic and Glasgow Rangers**

Most of the crowd expected extra time, but extra time was possible only for a second replay. Some of the crowd became unsettled and spilled on to the pitch. The police moved in and the violence escalated into a full-blown riot. Fires were started and attempts were made to burn down the pay boxes using whisky as fuel. When the fire brigade arrived, they were attacked and their hoses cut. Hundreds of people were injured.

**SOURCE D (i): from an interview with an historian**

The earliest professional teams came from the industrial towns of the Midlands and the North. There was less interest in professional football in the south of England at the end of the nineteenth century.

**SOURCE D (ii): Football League tables**

1889-90 DIVISION 1							
	P	W	D	L	F	A	Pts.
Preston N.E	22	15	3	4	71	30	33
Everton	22	14	3	5	65	40	31
Blackburn R.	22	12	3	7	78	41	27
Wolverhampton W.	22	10	5	7	51	38	25
W.B.A.	22	11	3	8	47	50	25
Accrington	22	9	6	7	53	56	24
Derby Co.	22	9	3	10	43	55	21
Aston Villa	22	7	5	10	43	51	19
Bolton W.	22	9	1	12	54	65	19
Notts Co.	22	6	5	11	43	51	17
Burnley	22	4	5	13	36	65	13
Stoke	22	3	4	15	27	69	10
DIVISION 1 (the top twelve teams) 1937-38							
	P	W	D	L	F	A	Pts.
Arsenal	42	21	10	11	77	44	52
Wolverhampton W.	42	20	11	11	72	49	51
Preston N.E.	42	16	17	9	64	44	49
Charlton Ath.	42	16	14	12	65	51	46
Middlesbrough	42	19	8	15	72	65	46
Brentford	42	18	9	15	69	59	45
Bolton W.	42	15	15	12	64	60	45
Sunderland	42	14	16	12	55	57	44
Leeds U.	42	14	15	13	64	69	43
Chelsea	42	14	13	15	65	65	41
Liverpool	42	15	11	16	65	71	41
Blackpool	42	16	8	18	61	66	40

**SOURCE E: from 'The Twenties', by Alan Jenkins, published in 1974**

Soccer was still one of the few games at which the British could beat foreigners; but it was much more local rivalries that drew the cloth-capped crowds to the big matches. It was a swifter game than it had been before the war. The new Wembley Stadium drew crowds in special trains from all over the country 'up for the Cup'. And its first Cup Final was nearly a disaster.

As Bolton Wanderers prepared to meet West Ham on 28 April 1923, the 91,000 or so ticket holders were swollen by hordes of people who rushed the turnstiles, broke through the barriers and streamed onto the ground. Soon a thousand people had been injured, sixty quite seriously. Fortunately the mounted police were there, and they took forty minutes to restore order. The match, incidentally, was won by Bolton 2-0.

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**SOURCE F: an early 1960s advertisement for Bovril**



Jimmy Greaves in action at Stamford Bridge

**Read what England's top teenage player says about Bovril**

Chelsea's dynamic inside forward, 19-year-old Jimmy Greaves, has already made his mark in league football.

He was one of the youngest players ever chosen for the England Under-23 International team. Many will remember his first sensational goal for that team in 1957. Within the first ten minutes of his first match Jimmy Greaves had scored. He has maintained his early promise in being one of the leading goal scorers in the Football League.

Jimmy, the most proficient teenage player in this country today, trains, and wins on Bovril. He says, "Like many other professional footballers, I take Bovril regularly all through the season. I thoroughly enjoy it - wouldn't be without it in fact. Bovril is a big help in keeping you feeling at the top of your form."

**BOVRIL does you a power of good**



**SOURCE G: from a book called 'This Sporting Land', a book to accompany a Thames Television programme in 1977**

Footballers in the first and second divisions have now become highly paid sportsmen. In the early sixties, the Professional Footballers Association under the guidance of Jimmy Hill, were able to force the maximum wage up to 20 pounds a week (17 pounds in the Summer). Clubs were also prevented from retaining a player against his wishes. The next step was the abolition of the maximum wage, and it is said that a star player can earn as much in a season as Tom Finney earned in his entire career.

**SOURCE H: a page from a Bristol Rovers programme which indicates who sponsors which player in the team**

**BRISTOL ROVERS YOUNG PIRATES**  
JOHN WARD

**THE PRESIDENT CLUB MEMBERS**  
IAN ALEXANDER

**SPARROW INDUSTRIAL SERVICES**  
SOUTH LIBERTY LANE BRISTOL  
BILLY CLARK

**SCOTT CROSSEY**

**RICHARD EVANS**

**MARTYN HOWLETT**

**PAUL HARDYMAN**

**THE MASTERS, WIGLEY & GRANT FAMILIES, BEST OF LUCK.**  
CHRIS MASTERS - AUSTRALIA  
DAVID MEHEW

**REX LOWTHER**

**TONY POUNDER**

**S. MEACHIN & CO. ACCOUNTANTS AND TONY LEWIS-PLUMBING & HEATING**  
ANDY REECE

**PAUL HOBBS, HARTCLIFFE**  
MARCUS STEWART

**RICHARD TAYLOR**  
WORRELL STERLING

**PAUL TOVEY**

**GARETH TAYLOR**

**GARY WADDOCK**

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**TERRY, MATTHEW AND NICK PHILLIPS**

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TENTERDEN, KENT

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**KEITH JAMES MCSP SRP**  
PHYSIOTHERAPY CLINIC  
REDLAND GREEN  
TEL: (0272) 731139

**LEE ARCHER**

**JUSTIN CHANNING**

**MICHAEL DAVIS**

**ANDY GURNEY**

**GAVIN KELLY**

**LEE MADDISON**

**MARTIN PAUL**

**BRIAN PARKIN**

**CARL SAUNDERS**

**JUSTIN SKINNER**

**JOHN TAYLOR**

**ANDY TILLSON**

**KEITH JAMES**

**Sponsor Kit**  
**1993/94 SEASON**

FOR DETAILS OF HOW YOU CAN SPONSOR A PLAYERS KIT TELEPHONE THE COMMERCIAL DEPARTMENT ON 0272-352508

### Assignment One: Objective 2 and 3

1. Study Source A.  
What can you learn from Source A about the development of football in the second half of the nineteenth century? **(6)**
  
2. Study Sources B and C.  
How useful are Sources B and C in helping you to understand the popularity of football in the late nineteenth century and early twentieth century? **(10)**
  
3. Study Sources D and E.  
  
Use Sources D and E and your own knowledge to explain how football had changed by the 1930s. **(12)**
  
4. Study Sources F, G and H.  
  
Do Sources F and H support the evidence of Source G about the development of football in Britain since the 1960s? Use the sources and your own knowledge to help you explain your answer. **(8)**
  
5. Study all of the Sources.  
  
'The growth of professionalism was the most important change in football during the twentieth century.'  
  
Use the sources and your own knowledge to explain whether you agree with this view of the impact of professionalism. **(14)**

**(Total: 50 marks)**

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## Coursework Assignments Mark Scheme

### Football

#### Assignment One

1. *Study Source A. What can you learn from Source A about the development of Football in the second half of the nineteenth century?* (6)

**Target:**      **Comprehension of a source in context**

**Level 1:**      Simple statements using the source used as information at face value, eg it began at public schools and universities etc. (1-3)

**Level 2:**      Developed statements making inferences from the source, eg churches played an important part, it spread throughout the country, it was seen as a great achievement etc. (4-6)

2. *Study Sources B and C. How useful are Sources B and C in helping you to understand the popularity of football in the late nineteenth century and early twentieth century?* (10)

**Target:**      **Utility of sources in context**

**Level 1:**      Simple statements using the sources as information, e.g. they show large crowds, many people turned up etc. (1-3)

**Level 2:**      Developed statements making inferences from the sources, eg it was being reported in newspapers, there was a challenge cup, crowds were very partisan etc. (4-6)

**Level 3:**      Developed explanation using the sources as evidence, e.g. newspapers were sending reporters to matches and drawing pictures which shows how important the matches were in the public eye etc. (7-10)

3. *Study Sources D and E. Use Sources D and E and your own knowledge to explain how football had changed by the 1930s.* (12)

**Target:** Analysis of change and interpretation of sources.

**Level 1:** Simple statements using the sources at face value or some own knowledge, e.g. there were different clubs, the game was faster, more people etc. (1-3)

**Level 2:** Developed statements making inferences from the sources supported by relevant own knowledge own, e.g. the top teams were much more like today, it was less traditional, Wembley meant a new dimension etc. (4-6)

**Level 3:** Developed explanation using the sources as evidence supported by selected own knowledge, e.g. more matches were being played and fewer goal were being scored, the game was more professional, there were more teams in the League etc. (7-10)

**Level 4:** Sustained argument using the sources as evidence and precisely selected own knowledge, e.g. in the late nineteenth century football was still a localised and small scale sport, by the 1930s it was attracting far bigger crowds and much greater interest, footballers were much better trained etc. (11-12)

4. *Study Sources F, G and H. Do Sources F and H support the evidence of Source G about the development of football in Britain since the 1960s? Use the sources and your own knowledge to help you explain your answer.* (8)

**Target:** Analysis and interpretation of sources in context

**Level 1:** Simple statements using the sources at face value, e.g. yes they show that there is more money, footballers are better paid etc. (1-3)

**Level 2:** Developed statements making inferences from the

sources OR identifying similarities in tone, e.g. there is sponsorship, which supplements footballers earnings, footballers are used for advertising etc. (4-6)

**Level 3:** Developed explanation using the sources as evidence, e.g. footballers are now much better organised, the union has raised pay levels and other forms of earnings have made them into superstars etc. (7-8)

5. *Study all the sources. 'The growth of professionalism was the most important change in football during the twentieth century.'* (14)  
*Use the sources and your own knowledge to explain whether you agree with this view of the impact of professionalism.*

**Target:** Evaluation of Interpretation / recall of knowledge

**Level 1:** Simple statements using the sources at face value or some knowledge, eg supports the view with information from the sources OR own knowledge (1-3)

**Level 2:** Developed statements making inferences from the sources supported by relevant knowledge, eg supports/opposes the view with developed points made from the sources and own knowledge etc. (4-6)

**Level 3:** Developed explanation using the sources as evidence supported by selected knowledge e.g. argues for and against using the sources as evidence and selected own knowledge etc. (7-11)

**Level 4:** Sustained argument using the sources as evidence supported by precisely selected knowledge, eg considers and assesses alternative views using the sources as evidence and own knowledge (12-14)