

HOLIDAYS IN THE  
TWENTIETH  
CENTURY  
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 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 The historical content listed below should be familiar to candidates before they attempt to answer the questions.

# Holidays in the Twentieth Century

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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 beginnings of seaside resorts in the nineteenth century
- The development of the railways in the nineteenth century
- The social and economic factors that aided the development of the twentieth century holiday industry.

## Introduction

Holidays are something that we often tend to take for granted nowadays, but less than a hundred years ago they were a luxury that only a few people could afford. Why did holidays become available to everybody and how have they changed in the last hundred years? These are some of the questions that you will be answering in this assignment.

**SOURCE A:** Kathleen Eyre, in *Seven Golden Miles*, 1961, recounts how, at the beginning of the twentieth century, many a Blackpool mother took in visitors to make ends meet

Mothers of large families were obliged to “hutch” up the family into little space and let off every available bed for the season. One family in George Street took in visitors for years at the beginning of the century, and their daughters were kept hard at it from six in the morning till bedtime, seven days a week, in the season. They charged 2/- a night for a double bed and 3/- for two beds if they were children. There was an extra charge of ½d a day each for milk and 1d for potatoes. It was a toilsome business, carrying hot water jugs upstairs, cleaning visitors’ shoes, and cooking, at no extra cost, the wide variety of food items brought in daily by the separate families. One Bank Holiday Monday, when there were eleven beds going, a shake-down [fold-up bed] on the floor, plus a horde of day trippers, there were 49 for potatoes in what was only a comfortably sized family house. To crown it all, “it rained as it never rained, washday an’ all”.

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**SOURCE B:** part of a speech made in the House of Commons on 27 November 1937 on a Bill which made it compulsory for employers to give annual paid holidays

This Bill will make it obligatory on the part of employers to give to 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 for 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 C:** part of a survey conducted by the British Tourist Board in 1948

Percentage of the British population that spend holidays away from home	50
Percentage of the British population that had occasional day trips	9
Percentage of the British population that did not go away from home at all	41

**SOURCE D:** In 1948 Wakefield council built and furnished a school at Hornsea-on-Sea. For 30 shillings (£1.50) children could enjoy a three-week stay. They had lessons at the school and also time to enjoy the seaside, like these children here.



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**SOURCE E:** Shirley Dewsnap, born 1933

In 1954, on my 21<sup>st</sup> birthday, we went abroad. It was a coach trip. We had ten days in France and Belgium and it cost £28. We needed another holiday when we got back because we'd spent so much time just rushing around from place to place trying to see everything.

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**SOURCE F:** Dorothy Marsh, born in 1941

Factories would dock a bit off your wages every week – 6d or 3/-, to save to your holidiays. Around here [Manchester] you didn't have a choice when you took them. You went in Wakes week when everything shut down – shops and schools as well.

**SOURCE G:** Janice Honman, born in 1949.

My first taste of a foreign holiday was a package tour of Rimini, Italy in 1972. The night flight was straightforward but we arrived at our hotel only to find that our rooms were occupied and would not be available until later that morning. It was barely dawn and about thirty holidaymakers, of all ages, had to wait uncomfortably in the hotel foyer for several hours without refreshment until breakfast became available at 9.00 am. We were finally allocated rooms but my friend and I were put into a small window-less room on the roof of the hotel with only a skylight to view the Italian sunshine. We were extremely disappointed and complained to our courier – who spoke only limited English – but to no avail as there were no free rooms. We persisted however, and after five days we were moved to a room with a view of a field and more hotels!

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### Assignment One: Objectives 2 and 3

1. Study Source A.

What can you learn from Source A about holidays in the early twentieth century?

**(6)**

2. Study Sources A and B and use your own knowledge.

The last sentence of Source B states that people could not afford to go on holiday to the seaside. Yet in Source A thousands of people were expected. How do you explain this apparent difference?

**(8)**

3. Study Sources B, C and D use your own knowledge.

Why do you think the survey (Source C) was carried out? Use Sources B and D, and your own knowledge, to help you answer the question.

**(12)**

4. Study Sources E, F and G. How useful are Sources E,F and G in helping you to understand how holidays have changed in the twentieth century?

**(10)**

5. Study all the sources.

‘The most important change in leisure in the twentieth century was compulsory paid holidays for everyone.’

Use the sources and your own knowledge to explain whether you agree with this view of the 1937 Act of Parliament.

**(14)**

**(Total: 50 marks)**

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## Coursework Assignments Mark Scheme

### Holidays in the Twentieth Century

#### Assessment Objective 2 and 3

1. 1. *Study Source A. What can you learn from Source A about holidays in the early twentieth century?* (6)

**Target: Comprehension of a source (AO2)**

Level 1: Simple statements using the source as information, e.g. the whole family helped out, costs etc. (1-3)

Level 2: Developed statements making inferences from the source, e.g. extent to which people went, financial importance of holiday trade, seasonal nature etc. (4-6)

2. 2. *Study Sources A and B and use your own knowledge. The last sentence of Source B states that people could not afford to go on holiday to the seaside. Yet in Source A thousands of people were expected. How do you explain this apparent difference?* (8)

**Target: Comprehension and cross-referencing of sources (AO2)**

Level 1: Simple statements using the sources as information OR some own knowledge, e.g. A is about Blackpool, B is national, A is at the beginning of the century, B is in 1937 etc. (1-3)

Level 2: Developed statements making inferences from the sources supported by relevant knowledge, e.g. references to the Depression, A is about daytrips, B is referring to paid annual holidays etc. (4-6)

Level 3: Developed explanation using the sources as evidence supported by selected knowledge, e.g. B is a speech in Parliament in support of legislation supported by statistical evidence, A is personal reminiscences describing trippers at bank holidays with no pay etc. (7-8)

3. 3. *Study Sources B, C and D and use your own knowledge. Why do you think the survey (Source C) was carried out? Use Sources B and D, and your own knowledge, to help you answer the question.* (12)

**Target: Comprehension and cross-referencing of sources in context (AO1 &**



## AO2)

- Level 1: Simple statements using the sources as information OR some own knowledge, e.g. to find out how many people had holidays etc. (1-3)
- Level 2: Developed statements making inferences from the sources supported by relevant knowledge, e.g. the British Tourist Board was conducting a survey to see how significant the act of 1937 had been, to find out what people wanted etc. (4-6)
- Level: 3 Developed explanation using the sources as evidence supported by selected knowledge, e.g. sets the sources in the context of the post-war world/Welfare State/Austerity and the attempts to recover from the effects of the war etc. (7-10)
- Level: 4 Sustained argument using the sources as evidence supported by selected knowledge, e.g. explains the significance of the Depression, the Second World War and post-war austerity/Welfare State etc. (11-12)

4. 4. *Study Sources E, F and G.*  
*How useful are Sources E, F and G in helping you to understand how holidays have changed in the twentieth century?* (10)

### **Target: Analysis of utility and interpretation of sources (AO2)**

- Level 1: Simple statements taking the sources at face value, e.g. they are eye-witness accounts etc. (1-3)
- Level 2: Developed statements considering reliability of sources, e.g. compares the range and nature of holidays since 1945 with that before 1939, e.g. Only individual stories, may not be representative, issues of memory etc. (4-6)
- Level 3: Developed explanations analysing the usefulness of the sources as evidence, e.g. range of personal experiences, cumulatively useful, real people's views etc. (7-10)

- 5.5 Study all the sources. *'The most important change in leisure in the twentieth century was compulsory paid holidays for everyone.'*

*Use the sources and your own knowledge to explain whether you agree with this view of the 1937 Act of Parliament.*

(14)

**Target: Evaluation of interpretations/recall of knowledge (AO3)**

- Level 1: Simple statements using the sources as information OR some own knowledge, e.g. it made everyone have a holiday, holidays changed after 1937 etc. (1-3)
- Level 2: Developed statements making inferences from the sources supported by relevant knowledge, e.g. the nature of holidays changed in the second half of the twentieth century, there was much wider variety in the 1950s and 1960s, the writers clearly had much more choice etc. (4-6)
- Level 3: Developed explanation assessing the view using the sources as evidence supported by selected knowledge, e.g. the sources giving evidence about the 1950s and 1960s are anecdotal, there is no statistical evidence to prove the assertion, own knowledge may explain why etc. (7-11)
- Level 4: Sustained argument using the sources as evidence and supported by precisely selected knowledge, which considers alternative interpretations, e.g. increased disposable income, improved means of travel etc. (12-14)