

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 The historical content listed below should be familiar to candidates before they attempt to answer the questions.

Television in the 1950S, 1960S and 1970s

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 creation and role of the BBC
- Radio broadcasting between the wars
- The impact of television broadcasting from 1936

Introduction

The first television broadcasts began from Alexandria Palace, north of London, in 1936. By the summer of 1939 there were about 80,000 sets in operation in London, but on 1st September 1939 broadcasts were stopped and the transmitter masts were taken down to prevent them being used as landmarks by German bombers during the war. Broadcasts began again in 1946.

During the 1950s and 1960s there were many debates about the role of television and also the beginning of concerns about the impact that broadcasts had upon viewers and the other media and other forms of entertainment. What exactly were the effects of television? Was television responsible for the decline in other forms of media? Has television had a beneficial effects overall on British society? These are some of the questions that you will be answering as you tackle this assignment.

SOURCE A: A description of the impact of television by a woman talking in the 1980s

I think that the television must have been the biggest change in the lives of children this century. Before that, they must have spent so much more of their time out exploring, especially in the summer. I remember how it changed our lives – it gave us a wonderful sense of entertainment, but I also think that it meant that we discovered less for ourselves than previous generations of children did.

SOURCE B: A description of the impact of television written by J B Priestley in 1962

Most of us are quite content to stare at programmes we would never leave the house and go fifty yards to see. We watch and listen in an idle dream. We could smile and yawn at scenes of torture and murder. Very little appearing on that tiny screen in the living room appears quite real. Really good television, I believe, will begin when we have to pay for something on the night to see it. We shall give it a different kind of attention and demand value for money.

SOURCE C: from a book written in the 1980s

By the 1970s, 96% of all homes in Britain had at least one television. Children aged 5-15 were watching more than anyone else, and more than their age group had watched in the 1960s. The average by 1978 was about twenty-four hours viewing a week by children, girls watching somewhat less than boys.

Young people were also much more likely to be watching a colour television in the 1970s than in the 1960s. The number of colour television licences was only 75,000 in 1968, but rose dramatically to nearly 12,000,000 by 1978.

SOURCE D: An advertisement for a television set in a national newspaper in 1958


Far ahead in DESIGN-PERFORMANCE-VALUE !

Ferguson's 'far-ahead' 406

Here now!

This remarkable achievement in advance design by Britain's largest TV manufacturers. Come and see its brilliant 'far-ahead' features...

- Extra-large pictures of superb photographic quality
- Clear, natural sound, correctly distributed
- New-type tuner for all available BBC and ITA programmes
- Printed writing for maximum reliability
- Beautifully veneered cabinet with new glass-like 'Esterpol' finish



17" 406T 67 GNS

G. A. TAYLOR
113 SAXON STREET (Crown Point)
DENTON Tel. DEN 3182
and 40 CLARENDON PUCF,
HYDE Tel. HYDE 1608

SOURCE E: Part of a book about life in the 1950s; this was published in the 1980s

In 1949 two-thirds of the people in Britain had never seen a television working and only 350,000 households owned one. By 1958, on an average Sunday evening, half the population of the country were engaged in watching the 'tele'. In 1950 the *Radio Times* television programmes took up the last pages of a forty-page issue. By 1959, they took up pages 8-19 of a forty-eight-page issue.

SOURCE F: Part of the *Radio Times*, 11 May 1950

- 10 am-12 pm** Demonstration film
- 3 pm** Your Wardrobe, a fashion programme
- 3.30 pm** Lake of Lucerne, a travel film
- 3.45-4.00 pm** Andy Pandy, a programme for the very young
- 8.00 pm** Country Visit, television sheep dog trials
- 8.30 pm** October Horizon, a play by Lydia Ragosin
- 10-10.15 pm** News (sound only)
-

SOURCE G: The most popular programmes on British television in 1977

	Viewers
The Morecambe and Wise Christmas Show (BBC1)	28,700,000
Mike Yarwood Christmas Show (BBC1)	26,100,000
Bruce Forsyth and the Generation Game (BBC1)	24,600,000
Miss World (BBC1)	24,500,000
You Only Live Twice (ITV)	24,500,000
The Silver Jubilee Royal Variety Gala (ITV)	24,500,000
The Royal Windsor Big Top (BBC1)	22,800,000
The Queen's Speech	22,300,000

Assignment One: Objective 1

1. Describe the impact of television in the 1950s and early 1960s.

(15)

2. Why were television broadcasts criticised by some people in the 1960s and 1970s?

(15)

3. In what ways did television broadcasting change from the 1950s to the 1970s?

(20)

(Total: 50 marks)

Assignment Two: Objectives 2 and 3

1. Study Source A

What can you learn from Source A about the impact of television on children?

(6)

2. Study Sources A, B and C

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

(8)

3. Study Sources D and E

How useful are Sources D and E in helping you to understand why television became so popular in the 1950s?

(10)

4. Study Sources F and G

Use Sources F and G, and your own knowledge, to explain how television broadcasting changed from the 1950s to the 1970s.

(12)

5. Study all of the sources

‘The main effect of television has been to enable people to find out more about world events.’

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

(14)

(Total: 50 marks)

Coursework Assignment: Markscheme

Television in the 1950s and 1960s

Assignment One: Assessment Objective 1

1. *Describe the impact of television in the 1950s and early 1960s.*

(15)

Target: Key features/recall of knowledge

Level 1: Simple statements supported by some knowledge, eg many people bought sets, it stopped children playing, people talked less etc.

(1-5)

Level 2: Developed statements supported by relevant knowledge, eg details of programmes on television, creation of ITV, children's programmes, decline of radio and cinema etc.

(6-10)

Level 3: Developed exposition supported by selected knowledge, eg shows some understanding of change, significance of cup final and coronation in 1953, increase in number of sets, beginning of 'soaps', reaction of radio and cinema etc.

(11-15)

2. *Why were television broadcasts criticised by some people in the 1960s and 1970s?*

(15)

Target: Causation/recall of knowledge

Level 1: Simple statements supported by some knowledge, eg they stopped people talking, changed family life, affected school work etc.

(1-5)

Level 2: Developed statements supported by relevant knowledge, eg details of criticisms, undermined the press, cinema and theatre, anti-establishment influences, BBC too left wing etc.

(6-10)

Level 3: Developed explanation supported by selected knowledge, eg makes links between factors, new emphasis on youth, TW3 attacked authority, reaction by the older generation, Mary Whitehouse etc. **(10-15)**

3. In what ways did television broadcasting change from the 1950s to the 1970s? **(20)**

Target: Key features/recall of knowledge

Level 1: Simple statements supported by some knowledge, eg programmes became more ambitious, greater range, sport, ITV, BBC 2, more people watched, colour etc. **(1-5)**

Level 2: Developed statements supported by relevant knowledge, eg details of changes, entertainment programmes, different live sports, advertising on ITV, greater choice etc. **(6-10)**

Level 3: Developed explanation supported by selected knowledge, eg makes links between factors, ITV led to competition and ratings wars, great increases in the numbers of viewers/sets, became a big business etc. **(11-15)**

Level 4: Sustained argument supported by precisely selected knowledge, eg explicitly contrasts television in the early 1950s with the late 1970s, range of programmes, audience figures, commercialisation etc. **(16-20)**

Coursework Assignment: Markscheme

Television in the 1950s and 1960s

Assignment Two: Assessment Objective 2 and 3

1. Study Source A

What can you learn from Source A about the impact of television on children?

(6)

Target: Comprehension of a source

Level 1: Simple statements supported by some knowledge taking the source at face value, eg it was a big change, entertainment 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, eg nostalgia for the past, feeling that personal exploration had been lost, TV made everything too easy 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 impact of television? Explain your answer.

(8)

Target: Cross referencing and evaluation of sources

Level 1: Simple statements supported by some knowledge taking the sources at face value, eg Source C supports Source A because children were watching a lot of television, Source C does not support Source B because it says that television is bad etc.

(1-3)

Level 2: Developed statements supported by relevant knowledge making links between the sources, or setting the source in context, eg Source C supports both Sources A and B because they all suggest that people are watching more and more television, however Source C is factual, while Sources A and B are expressing opinions etc.

(4-6)

Level 3: Developed explanation supported by selected knowledge and making comparisons between the sources, eg Source C is trying to provide factual information about the scale of change, Sources A and B are both written by eye-witnesses who are looking back at what they believe has been lost, they are voicing personal views etc.

(7-8)

3. Study Sources D and E

How useful are Sources D and E in helping you to understand why television became so popular in the 1950s?

(10)

Target: Analysis and evaluation of sources for utility

Level 1: Simple statements supported by some knowledge taking the sources at face value, eg Source D shows us what a television looked like, Source E tells us how meant television sets there were

(1-3)

Level 2: Developed statements supported by relevant knowledge evaluating the sources, pointing out strengths and weaknesses of the sources or setting the sources in context, eg Source D shows that people were interested in details about the set, the quality had improved, Source E tells us that half the population watched television, which was a major change on 1949 etc.

(4-6)

Level 3: Developed explanation supported by selected knowledge and making use of the Nature, Origin and Purpose of the sources to evaluate utility, eg Source D shows that it was worthwhile for a local shop to advertise in a national newspaper, Source E shows that the change in viewing had led to a change in the Radio Times, this is evidence of how much more popular the television was etc.

(7-10)

4. Study Sources F and G

Use Sources F and G, and your own knowledge, to explain how television broadcasting changed from the 1950s to the 1970s.

(12)

Target: Analysis and interpretation of sources/recall of knowledge

- Level 1:** Simple statements supported by some knowledge taking the sources at face value, eg programmes were different, there were more viewers etc. (1-3)
- Level 2:** Developed statements supported by relevant knowledge making inferences from the sources, or setting the sources in context, eg details of differences in programmes, timing, numbers of viewers, ITV, BBC 2, advertising etc. (4-6)
- Level 3:** Developed explanation supported by selected knowledge and making positive use of the sources, eg Source F is an example of a typical days viewing in 1950, Source G shows how competitive television had become by 1977, BBC/ITV, ratings wars, influence of advertising etc. (7-10)
- Level 4:** Sustained argument supported by precisely selected knowledge and using the sources as evidence, eg makes direct comparison between early 1950s and late 1970s, range and choice of programmes/stations/companies role of television etc. (11-12)

5. Study all of the sources

'The main effect of television has been to enable people to find out more about world events.'

Use the sources and your own knowledge to explain whether you agree with this view.
(14)

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, eg yes because you can see programmes from all over the world, no because many programmes are just entertainment etc.
(1-3)
- Level 2:** Developed statements supported by relevant knowledge making inferences from the sources, supporting or opposing the view, eg details of the two views in level 1 with references to sources etc.
(4-6)
- Level 3:** Developed explanation supported by selected knowledge and making positive use of the sources to support or oppose the view, eg many more people watch television, but only Source A suggests that it is informative, Source G suggests that television is mostly for entertainment, but there have been successful appeals 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, eg shows understanding of change, better cameras have allowed live coverage of events around the world, Vietnam War, disasters, but the majority of popular television is entertainment etc.
(12-14)