

Exam technique booklet – Depression, War and Recovery, 1930-51


If there is anything you are unsure about or you have answers you need marked, email your teacher:

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QUESTION 1

Success criteria

- **State 2 things you can learn from source A about the key feature.**
- **State 2 things you can learn from source B about the key feature**
- **You must mention the source you are discussing.**

| Source A | Source B |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| The Land Girls did a wide range of jobs, including milking cows, lambing, managing poultry, ploughing, gathering crops, digging ditches, catching rats and carrying out farm maintenance work. Some 6,000 women worked in the Timber Corps, chopping down trees and running sawmills. They came from a wide variety of backgrounds and were very homesick. Many farmers were initially sceptical about employing young women on their farms, but people soon came to realise how useful most of them were. |  |
| [From a website about life during the Second World War] | [Female mechanics servicing a truck during the Second World War] |

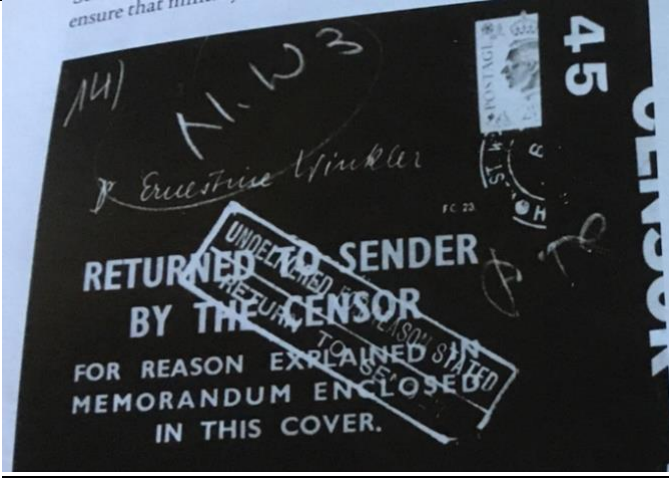

What can be learnt from source A and B about the role of women during the Second World War? [4]

Model answer


From source A we can learn that women did a range of jobs during the Second World War including milking cows and gathering crops. From source A we can also learn that despite some scepticism, women proved to be useful during the Second World War.

From source B we can learn that some women worked as mechanics during the war. From source B we can also learn that some women would be working in muddy conditions during the Second World War.

Practice question for question 1

| Source A | Source B |
|------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|
|  |  |
| <p><u>Source A: A letter that was returned to the sender by the censor.</u></p> | <p><u>Source B: the censor's office, Liverpool, November 1939. Many of the workers could speak several languages.</u></p> |
| <p align="center">What can be learnt from sources A and B about censorship during the Second World War? [4]</p> | |

| | |
|-----------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
|  |  |
| <p><u>Source A: A photograph of a barrage balloon over London.</u></p> | <p><u>Source B: An evacuation poster from 1939.</u></p> |
| <p align="center">What can be learnt from sources A and B about Britain's preparations for work? [4]</p> | |

| Source A | Source B |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|
| <p>There is evidence that the work done and the measures initiated are proving helpful to the Special Areas and that their benefits will in many cases be increasingly felt. Nevertheless, it has to be admitted that there has been no appreciable reduction of the number of those unemployed... My recommendation is that by means of state-provided inducements a determined attempt should be to attract industrialists to the Special Areas.</p> |  |
| <p><u>From the 'Third Report of the Commissioners for the Special Areas,' 1936</u></p> | <p><u>A photograph taken by the Special Areas Board of the Team Valley Trading Estate in Gateshead, 1938</u></p> |

QUESTION 2

Success criteria

- **CONTENT** - Discuss the content of the source. Add own knowledge to test accuracy of the content of the source.
- **ORIGIN** - Consider the origin to identify strengths and weaknesses – WHO wrote it? WHEN? WHY was it written? WHAT type of source is this? How does this impact on the accuracy? Does it consider the whole picture? AUDIENCE? How does this impact on accuracy?
- **CONCLUSION** – Reach a judgement on the accuracy of the source for explaining the key feature.

| | |
|---------------|-----------------------------------------------------------------------------------------------------------------------------------------|
| A01 (2 marks) | Detailed understanding of the key feature |
| A03 (4 marks) | Analyses and evaluates the accuracy of the source. Strengths and limitations of the source considered. Substantiated judgement reached. |

I believe our march from Jarrow to London was a massive success. Whilst we were travelling we were given a lot of support from the public. Whichever town we arrived in were given support and encouragement. We were given free warm meals, we were put up in church halls and our shoes were repaired free of charge. Everyone I met on the march supported our cause.

[Bobby Rogers, A Jarrow Marcher talking of his experiences directly after the Jarrow March [1932]

To what extent does this source accurately explain the outcomes of the Hunger Marches in Britain? [6]

Model answer

Source A states that the Jarrow March was a massive success. This is accurate to a certain extent as people did show the marchers a lot of support. Source A also states that people were given free meals. This is accurate as people did look after the marchers as they were impressed by how peaceful and respectable these people were as they were dressed in suits. However, this source is inaccurate as it does not consider the failures of the march such as the petition not being acknowledged by Stanley Baldwin.

This source is from the marcher, Bobby Roberts. A strength of this is that he would have experienced the marches. However, a limitation is that he would not have seen the bigger picture. Only the things that happened on the march itself. Also, Bobby Roberts is only discussing the Jarrow March. The question asks about British hunger marches. This is inaccurate as Bobby Roberts is only discussing one march and does not consider marches such as those from Rhondda. His audience would have been the British people. This limits the accuracy as he would want to suggest that the march was successful.

In conclusion, this source is accurate when considering some successes of the Jarrow Hunger march. However, it is inaccurate as it does not consider the failures for the Jarrow March and does not consider British marches as a whole.

Practice questions for question 2

a) This question is about Britain's recovery after 1945.

The NHS has been a massive success. Before the NHS, I had to leave any of the illnesses I had and had to hope that I would recover naturally. However, when the NHS was introduced, I was able to go and sort out any problems. The Health Service gave me tablets for any problems I had and was able to provide me with glasses as I had been struggling with my eye sight for years.

An interview from 1949 with Michael Jones who used the NHS on several occasions.

To what extent does source B accurately explain the impact of the NHS? [6]

b) This question is about Britain's recovery after 1945.

The impact of the Labour Government of 1945-51, for all its promises and its vast body of legislation, was mostly negative. The welfare state introduced by the government was a failure. Not one of these policies could be considered a success. Nationalisation, the National Health Service, 'Homes for All' and the Education Act of 1944 were all significant failures of the Labour Government.

Written by Conservative politician, Winston Churchill, in 1956.

To what extent does source B accurately explain the impact of Labour's post-war policies? [6]

c) This question is about coping with the Depression.

My wife obtained a job as a house-to-house saleswoman and was able to earn a few shillings to supplement our dole income. This strained our relationship. It was a burden on her and constant bickerings over money matters, usually culminating in threats to leave from both of us. The final blow came when the means test was put into operation. Eventually, after the most heart-breaking period of my life, both my wife and son, who had just begun to earn a few shillings, told me to get out, as I was living off them, and taking the food they needed.

[An unemployed man describes the effects of the means test on his life in 1933]

To what extent does source B accurately explain the effects of the means test on British people? [6]

d) This question is about life during wartime.

Source C

The legend of British self-control and calm under fire is being destroyed. All reports from London agree that people are seized by fear. The 7 million Londoners run about the streets not knowing what to do and are victims of bombs and bursting shells.

[A report on a German radio station, broadcast in both Germany and Britain on the 18th September, 1940]

To what extent does this source accurately explain the effect of the Blitz on the people of Britain?

[6]

[In your answer you should refer to the strengths and limitations of the source and use your own knowledge and understanding of the historical context.]

QUESTION 3

Success criteria

- Use your own knowledge to place the question into context.
- Explain what was happening at that time.
- Give 3 explained reasons why the key feature is significant. PPOINT / EXAMPLE / EXPLAIN

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|----------------------|-------------------------------------------------------------------------------------------------|
| A01 (4 Marks) | Comprehensive knowledge and understanding of the key feature. |
| A02 (8 marks) | Fully explains the issue with clear focus set within the appropriate historical context. |

This question is about rebuilding the country after 1945.

Why was the Beveridge Report of 1942 significant in rebuilding the country after 1945? [12]

Model answer

The Beveridge Report of 1942 was commissioned by the wartime coalition government to identify key problems in Britain. Beveridge identified 5 'giants' that needed to be attacked for Britain to recover successfully after the war. These 5 giants were disease, idleness, ignorance, squalor and want.

One reason why the Beveridge Report of 1942 was significant in rebuilding the country after 1945 was that it highlighted the five giants. This is significant because the labour party used this to win the general election in 1945. The labour party promised to implement the solutions to the 5 giants instantly. This is significant as Britain was suffering after the war. Unlike the conservatives, the labour party had a plan for rebuilding the country after 1945.

Another reason why the Beveridge Report was significant was that it highlighted the need for healthcare to attack 'disease'. This is significant as it led to the introduction of the NHS. The NHS provided free health care for all people. This is significant as it meant people would be looked after from 'cradle to grave'. Health care was crucial in rebuilding the country after 1945. The large number of people who used the NHS in its first year illustrated how significant the NHS was.

Finally, another reason why the Beveridge Report was significant was that it highlighted the need for employment for all to attack the giant of 'idleness'. To attack 'idleness' the government nationalised key industries such as the coal industry. The nationalisation of key industries was significant because it kept people in work regardless of how successful the business was. It was also significant as it provided workers with a consistent wage that may not have been provided by private owners.

Possible questions

- Why were the means test and dole significant during the 1930s?
- Why were the Hunger Marches significant during the 1930s?
- Why were 'making ends meet' and 'self-help' significant during the 1930s?
- Why were radio and cinema significant during the 1930s?
- Why was rationing significant during the war?
- Why was evacuation significant during the war?
- Why was the contribution of women significant during the war?
- Why were radio and cinema significant during the war?
- Why were propaganda and censorship significant during the war?
- Why was the 'Dig for Victory' campaign significant during the war?
- Why was the role of Churchill significant during the war?
- Why was the Beveridge Report significant in post-war Britain?
- Why was the Labour Victory of 1945 significant for Britain's recovery after 1945?

QUESTION 4

Success criteria

- Outline the main connection between your 3 chosen features.
- Make connections between each of your chosen features.
- Conclude with a main connection between the 3 chosen features.
- Make sure each connection is well explained.
- Use at least one sentence of own knowledge for each chosen feature.

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|----------------|-------------------------------------------------------------|
| A01 (2 marks) | Detailed knowledge and understanding of the features. |
| A02 (10 marks) | Fully explains the connections between the chosen features. |

This question is about rebuilding the country after 1945.

Choose THREE of the following and make connections

- The National Health Service
- The 'Five Giants'
- 'Homes for All'

Model answer

The three features are connected as they were all crucial for the rebuilding of the country after 1945.

The National Health Service is connected to the 'Five Giants' because the NHS attacked one of the 'Five Giants' which was disease. The NHS provided free health care for all people in Britain which was crucial in eliminating disease. The NHS is also connected to the 'Five Giants' as both were crucial in labour being elected in 1945.

The NHS is connected to the 'Homes for All' policy as they were both introduced by the Labour party. They are connected as they were both ways labour attempted to deal with post-war problems in Britain. They are also both connected as they were suggestions made by Beveridge in his report of 1942. The 'Homes for All' policy provided housing for people in Britain in an attempt to get rid of squalor.

The 'Five Giants' and 'Homes for All' are connected because the 'Homes for All' was introduced by the labour government to attack one of the 'Five Giants' which was squalor. They are also connected because they were both crucial in labour winning the general election of 1945.

In conclusion, the three features are connected as they were crucial in rebuilding the country after 1945 and were all vital in labour gaining victory in the 1945 election.

| Depression | War | Recovery |
|-----------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|
| The Dole The Means Test Self-Help The Depression | Rationing Bombing Evacuation Contribution of women | Demobilisation 'Victory parties' War damage Labour's victory |
| Making Ends Meet The Means Test The Depression Hunger Marches | The role of radio Propaganda posters The 'Dig for Victory' campaign The Spitfire Fund | The Beveridge Report The Labour Victory in 1945 The conservative defeat The Five Giants |
| The Depression Hunger Marches Making Ends Meet Self-help | Winston Churchill Propaganda Posters Dig for Victory Cinema | The Beveridge Report Labour Victory in 1945 The establishment of the NHS Nationalisation |
| Growing new light industry Special Areas Act Treforest Industrial Estate Old, heavy industrial regions | | |

| | |
|-----------------------------------------------------------------------------------------------------------------|--|
| The Dole The Means Test Self-Help The Depression | |
| Making Ends Meet The Means Test The Depression Hunger Marches | |
| The Depression Hunger Marches Making Ends Meet Self-help | |
| Growing new light industry Special Areas Act Treforest Industrial Estate Old, heavy industrial regions | |
| Rationing Bombing Evacuation Contribution of women | |
| The role of radio Propaganda posters The 'Dig for Victory' campaign The Spitfire Fund | |
| Rationing Bombing Evacuation Contribution of women | |

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|---------------------------------------------------------------------------------------------------|--|
| The role of radio Propaganda posters The 'Dig for Victory' campaign The Spitfire Fund | |
| Demobilisation 'Victory parties' War damage Labour's victory | |
| The Beveridge Report The Labour Victory in 1945 The conservative defeat The Five Giants | |
| The Beveridge Report Labour Victory in 1945 The establishment of the NHS Nationalisation | |

QUESTION 5

Success criteria

- Outline – Outline the interpretation given in the extract.
- Content – Discuss the content and link it to your own knowledge.
- Origin – How does the origin impact on reliability and accuracy? Who? When? Why? AUDIENCE? TYPE of source? Why have they reached this interpretation?
- Counter-arguments – Identify other interpretations. Use own knowledge about other interpretations. Why do they differ?
- Conclusion – Provide a judgement on the question? Do you agree? Why? Discuss how and why interpretations differ.

| | |
|----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|
| A01 (4 marks) | Very detailed knowledge and understanding of the key feature. |
| A04 (12 marks) | Fully analyses how and why interpretations differ on this issue. A substantiated judgement on accuracy reached. Origin and counter-arguments are considered. |
| SPG (3 marks) | Accurate use of spelling, punctuation and grammar. |

Practice question

QUESTION 5

This question is about life after war.

Read the interpretation below and then answer the question which follows.

By the end of World War II, the British public were crying out for change. Labour would lead that change. Our manifesto 'Let us Face the Future' laid out a bold vision, pledging to destroy the 'five evil giants' such as want, disease and unemployment. It was a message which captured the imagination of the country and took Clement Attlee into Number 10.

[An extract from an article on the 1945 General Election published on the Labour Party's official website in 2015]

How far do you agree with this interpretation of the reasons why the Labour Party won the General Election in 1945? [16]

[In your answer you should refer to how and why interpretations of this issue differ. Use your own knowledge and understanding of the wider historical debate over this issue to reach a well-supported judgement.]

Marks for spelling, punctuation and the accurate use of grammar and specialist language are allocated to this question. [3]

Q5 – Interpretations Essay question

This question is about the impact of the Depression.

For many people in Britain, the 1930s was a time of increasing prosperity. Those employed in the newer industries often had a relatively good standard of living. By 1938, the number of cars sold in Britain had risen to approximately 2 million. The number of people going on holiday also increased and people enjoyed entertainment such as rugby and boxing. By 1939, there were 80,000 televisions in Britain.

A. J. P. Taylor, an historian, writing in English History in 1914-45 published in 1964.

How far do you agree with this interpretation of the impact of the Depression on ordinary people in Britain? [16 + 3]

[OUTLINE] The interpretation given in the extract is that life improved for ordinary people during the Depression.

[CONTENT WITH OK] The extract states that the 1930s was time of increased prosperity. It also states that life improved for those in the newer industries such as the car industry. This was true for industries in areas such as south-east England and the Midlands where there was growing light industry. The extract also states that leisure time improved for many people in Britain. There was an increase in people going on holiday and people enjoyed sports like rugby and boxing. People were also able to enjoy popular entertainment such as the cinema and radio. By 1936, there were 1,000 million cinema admissions per year in the UK. It is clear that life did improve for some people in Britain during the Depression.

[ORIGIN] This source was written by an historian, AJP Taylor. This source is reliable as it was written by an historian who would have researched the impact of the Depression. However, it is clear that he has reached his interpretation as he has only focussed on certain areas such as south-east England and the Midlands. There is no mention of areas such as Wales where the Depression hit hardest. Also, as the book is titled 'English History in 1914-45' the author is not considering other parts of Britain such as Wales and Scotland. It is likely that, if the author considered other areas, he would not have reached the interpretation that life improved. Also, the book was written in 1964. This would be a dated interpretation of the events.

[COUNTER-ARGUMENTS] Other historians have different interpretations on the impact of the Depression. Life was very difficult in areas such as south Wales and north-east England. These areas did not see the building of new light industries and relied heavily on the failing heavy industries such as coal and steel. These areas saw heavy unemployment and relied on receiving money through the dole. In order to receive the dole, the unemployed had to pass the Means Test. Officials would visit their home and decide if they were entitled to the dole. This was unpopular as many people found it humiliating. It also caused tension within the family as some families made relatives move out. Many families were living in poverty. Families of the unemployed had less to spend and had to make whatever savings they could. They lived by 'making ends meet', which meant that families could only spend what money they now had. Women would 'make ends meet' by ensuring there was enough food for their husbands and children, often going hungry to make sure everyone else had eaten. Historians have reached this interpretation by considering areas such as south Wales. Also, some areas had contrasting experiences. For example, South Wales had different experiences. Areas such as Merthyr and Rhymney saw high unemployment, whereas the Cyncoed area of Cardiff saw the growth of a prosperous middle class.

[CONCLUSION] The interpretation in the extract is true to a certain extent as there were areas of Britain that did see an improvement during the Depression. However, there were areas that found life challenging during the Depression such as south Wales. Interpretations on life during the Depression differ depending on what area the historian is looking at. There was not only one experience during the Depression in Britain.

Possible questions

- 1) How far do you agree with this interpretation of the impact of the Depression? [16+3]
- 2) How far do you agree with this interpretation of the impact of the War in Britain? [16 + 3]
- 3) How far do you agree with this interpretation of the impact of the Labour Government? [16+3]

Possible essay questions

| <u>If the interpretation in the source is that....</u> | <u>Your other interpretations could be....</u> |
|-----------------------------------------------------------------------|---------------------------------------------------------------------------------------------|
| Topic Area 2 – Life during the Depression | |
| Life during the Depression was good. | Life during the Depression was bad. |
| Life during the Depression was bad. | Life during the Depression was good. |
| The dole and means test was effective. | The dole and means test were ineffective |
| The dole and means test was ineffective | The dole and means test were effective. |
| The Hunger Marches were successful | The Hunger Marches were unsuccessful |
| The Hunger Marches were unsuccessful | The Hunger Marches were successful |
| Topic area 4 – Life during wartime | |
| Life during wartime was difficult | Life during wartime was fine |
| Bombing had the biggest impact on life in Britain during the war. | Evacuation and rationing had the biggest impact on life in Britain during the war. |
| Topic Area 5 – Keeping up morale | |
| The most effective method of keeping up morale was Winston Churchill. | The most effective method of keeping up morale was campaigns and appeals, radio and cinema. |
| Topic area 6 – Life after war | |
| Life after war was difficult | Life after war was easy |
| Labour won the 1945 election because of their policies | Labour won the 1945 election because of the weaknesses of the conservatives |
| Topic area 7 Rebuilding the country after 1945 | |
| Labour effectively rebuilt the country after 1945 | Labour did not effectively rebuild the country after 1945 |
| The NHS was successful. | The NHS was a failure. |