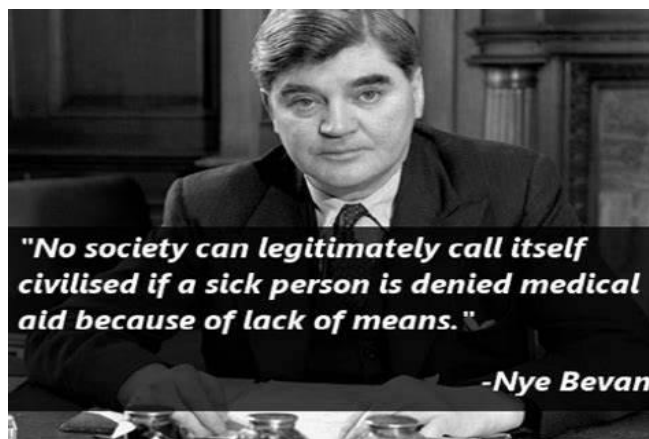


Depression, War and Recovery

1930-1951



Revision Booklet

	Topic Area	Key question
2	Life during the Depression	How were people able to cope with the challenges of the Depression years?
4	Life during Wartime	How did people in Britain cope with the experience of war?
5	Keeping up morale	How important was it to maintain people's morale during the war?
6	Life after war	How difficult were conditions in Britain in 1945?
7	Rebuilding the country after 1945	How did the Labour government deal with the problems of the time?

2. Life during the Depression

Key Question 2 – How were people able to cope with the challenges of the Depression years?

The 1930s has been characterised as a decade of mass unemployment, dole queues and hunger marches in the UK. However, there were also people who enjoyed longer holidays, shorter working hours and higher real wages, owned motor cars, listened to the radio and went to the cinema.

The dole and the Means Test

The Unemployment Insurance Act of 1920 created payments for unemployed workers to give them financial support. These payments were known as the 'dole'. A man without work was entitled to benefit from the unemployment insurance scheme for the first six months.

However, to cut costs, the government introduced the Means Test in 1931. Officials visited families to assess whether they were entitled to help. This involved finding out how much the families earned or possessed.

In order to qualify for dole, a worker had to pass the Means Test, and the sum paid to each family would be based on this test.

The test created many problems for families. Some of the reasons why the means test was so unpopular are:

- It put a strain on family life.
- Some local authorities applied the means test more harshly than others.
- If the officials thought there was enough money in the house, they would stop payments.
- It was humiliating for families to have to reveal their earnings, savings and value of possessions.
- People did not like having to make relatives go to live somewhere else.
- People hated having an inspector go through their belongings and being made to sell some of them.
- People thought the government cared more about saving money than helping the unemployed.

The National Unemployed Workers' Movement (NUWM) was set up to try to put pressure on the government. It organised a march on London in October 1932, with marchers attempting to present a petition to Parliament, though there were stopped by police.

Hunger Marches

Jarrow

Causes – Jarrow was the worst affected town during the Depression. Most people were either employed by, or dependent on, Palmers shipyard, which began to decline after WWI. When the shipyard closed, unemployment in Jarrow reached 80 per cent. By the mid-1930s, malnutrition and poor health were widespread in Jarrow. Families were totally dependent upon support from the local community or the government. A march was organised from Jarrow to London to attract attention to the plight of the town by taking a petition to Parliament.

What happened during the march? – Two hundred men marched from Jarrow to London, led by the Mayor, the MP Ellen Wilkinson, and town councillors. They marched in step in their best clothes to impress the people watching. Everywhere they went they received great support and sympathy. They were put up in church halls and given free meals, and their shoes were repaired free of charge. Yet when they arrived in London, there was little support or sympathy from members of the government.

Achievements of the march	Limitations of the march
<ul style="list-style-type: none">• The Jarrow petition was presented to the House of Commons.• The men returned to Jarrow as heroes.• The petition asked government to provide work for the town 'without delay'.• The police praised the Jarrow marchers for being well organised and disciplined.• The marchers were given a lot of support by the public during the march.• The non-violent march improved the public image of hunger marches.	<ul style="list-style-type: none">• The march and the petition did nothing to stir the government into action.• Prime Minister Stanley Baldwin ignored the Jarrow marchers' petition.

Rhondda

There were also a number of hunger marches which involved people from the Rhondda Valleys and other areas of south Wales. On Sunday 18th September, a meeting named the 'Red Sunday in Rhondda' called for a march to London to raise awareness of the economic difficulties. Due to disagreements between different organisations the march never took place. The planned march highlighted both the poverty in the Rhondda, and the feeling that politicians in London did not understand the area.

'Making ends meet'

The Depression led to high levels of unemployment in the centres of the old industries, the north-east of England, South Wales and central Scotland. This long-term unemployment often led to a fall in the standard of living and health of the families of those out of work.

- **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.
- **Diet** – one way to make ends meet was to buy cheaper food, but cheaper food could lead to malnutrition. One-tenth of the population was seriously undernourished, including one-fifth of all children. Families of the unemployed ate a lot of bread, margarine, potato, sugar and tea but little meat, fruit, vegetables and milk.
- **Women** – generally the first to be laid off from their jobs. Many women sacrificed themselves to feed their children or pay for their medical treatment rather than their own.
- **Children** – poor diet led to higher infant mortality rate and poor health of children in depressed areas. As well as the difference in the death rate in different regions, there was a difference between rich and poor. For example, in the 1930s, for every three children from richer families who died young, there were eight from poorer families.

Self-help

Unemployed people helped themselves, their families, others and their communities in different ways.

- Women operated credit mechanisms for paying rent, buying food and clothing, borrowing money.
- Neighbours rallied around during times of crisis, for example childbirth, or intrusion by rent collectors.
- Communities would come down harshly on those who broke its unwritten conventions.
- Clubs for the unemployed were set up by the Church and Mayors' funds.

Emigration from Wales

Thousands of unemployed workers and their families moved from Wales to the more prosperous of less affected areas, such as the Midlands and south-east England.

In their search for work and a new hope, some took up the government scheme which was arranged to find work and accommodation in England for unemployed Welsh workers.

Due to the war, there was no census taken in 1941 but approximately:

- 430,000 left Wales during the 1920s and 1930s
- Merthyr Tydfil lost 10,000 people during the 1930s.

The impact of popular entertainment

Radio

The radio appeared in 1922, but soon they were cheaper to purchase as they were mass produced. By 1937, half the households in Britain, even in the poorer areas of Wales, had a radio.

The establishment of a Welsh region of the BBC in 1937 gave radio in Wales a further boost with local programmes being made in both Welsh and English. The BBC was able to offer a great variety, including live theatre, news, music, plays and comedy.

Cinema

Wales had over 320 cinemas, 20 in Cardiff alone. By 1936, there were 1,000 million cinema admissions per year in the UK. People could go and watch stars such as Clark Gable, Greta Garbo and Errol Flynn in the latest Hollywood blockbuster.

Growing light industry in parts of Britain

For those employed in newer industries, such as motor vehicles and electrical goods, especially in south-east England and the Midlands, it was a time of increasing prosperity and a good standard of living. Mass production methods were applied to the motor car industry. By 1938, the number of cars sold in Britain had risen to around 2 million. Mass production lines needed workers to complete aspects of the assembly.

This new technology required electricity, which began to replace coal as the main fuel supply. By 1938, the number of consumers supplied with electricity to their homes had reached 9 million. The government tried to encourage new industries with grants and by allowing land to be turned into industrial estates. The factories of these new 'light industries' were smaller and employed fewer people.

The Special Areas Acts

In 1934, the Special Areas Act offered grants of £2 million to companies that would move to the special areas in worst hit areas of unemployment in north-east and north-west England, Clydeside in Scotland, South Wales and Northern Ireland.

In 1936, a further Special Areas Act was passed, offering cuts in rent and taxes to businesses. By 1938, about £8,400,000 had been spent but only 121 new firms had been set up, creating 14,900 jobs. Small industrial estates could not replace the coalmining or shipbuilding industries.

Although by 1938 unemployment in these special areas had decreased, some have suggested that it was not the Acts that achieved this, but the migration of workers from these areas to more prosperous areas such as the Midlands and the south-east of England.

The Treforest Industrial Estate

The Treforest Industrial in South Wales was established in June 1936. Its aim was to provide some alternative forms of employment to the coal and steel industries, which had been hit hardest by the Depression. By 1939, only 2,500 workers were employed there. However, the government continued to invest in the industrial estate, and by 1945 there were 16,000 people employed there.

Contrast of old industrial regions with areas of greater employment

There was a great variation in terms of quality of life in 1930s Britain. Some observers at the time, and since, have suggested that during the Depression there were 'two Britain's: the old and the new'. New investment, new housing, new roads and rail links significantly changed some areas of the country (Midlands and the south of England), while other areas languished in poverty (north-east of England and South Wales.)

Two experiences in South Wales

The contrast between poverty and prosperity was evident in South Wales. There might have been a housing shortage in Pontypridd or slum housing in Merthyr during the thirties, but in Cyncoed and Roath in Cardiff, hundreds of private houses were built for a prosperous middle class. Unemployment in the Rhondda and Rhymney Valleys was nearly four times that of Cardiff.

4. Life during Wartime

Key Question 4 – How did people in Britain cope with the experience of war?

The bombing of British cities

After Hitler gave up his attempt to invade Britain, he put into action a new strategy. From September 1940, Hitler decided to bomb Britain into submission. This became known as the Blitz. During this period of September to May 1940, the Luftwaffe bombed Britain's major towns and cities. Hitler's aims were:

- To force Britain to surrender.
- To break the morale of the British people.
- To destroy industry, shipyards and railways that would support Britain's war effort.

London was the primary target for the German bombings. Between 2nd September and 2nd November 1940, London was bombed every night. The German campaign spread to other highly populated areas and cities such as; Coventry, Liverpool, Belfast and Glasgow.

Swansea

It was thought that in the event of war Swansea would be a target for aerial bombardment as it had a port and docks and was vital in the import and export of coal. This would be vital in wartime. The Swansea Council recognised this and planned the following strategies for preparation:

- In 1937, the Swansea emergency services had anti-gas training.
- During 1938, the town had an ARP department, volunteer wardens, a team of ambulance drivers and firemen, specially designated mortuaries and key first-aid posts.
- Plans had been made to dig trenches.
- 500 communal air raid shelters were built.
- In March 1939, 6,549 Anderson-style shelters were distributed to private homes.

The bombardment of Swansea

- 27th June 1940, the Luftwaffe bombed the Danygraig area of Swansea.
- The Luftwaffe returned on the nights of 19, 20, 21 February 1941. This became known as 'The Three Nights' Blitz'.
- The consequences were death, injury and significant destruction of buildings.
- Electric cables were down; gas and water supplies were cut off.
- Between 1940 and 1943, Swansea was bombarded from the air 44 times. There were 340 deaths and thousands injured.

Evacuation

- Children were moved from the cities to the countryside to protect them from bombings.
- Evacuations began on 1st September 1939.
- In the first wave during 1939-40, 1.5m children and pregnant women were evacuated.
- Schools in the cities closed and teachers would go to the countryside with the children.
- There was a second wave of evacuations in 1940 when the Germans began to Blitz London.
- There was a further wave in 1944 when Germany began bombing again.

Evacuation and Wales

The Welsh countryside was considered safe from the German bombing. The raids on Swansea in 1940 and 1941 led families to try to get away from the city. This type of evacuation was not planned by the authorities.

Rationing

- Rationing was needed because Britain depended on food imported from abroad and ships coming to Britain were vulnerable to attack.
- By Christmas 1939, the Germans had sunk 96 ships.
- Food stocks dwindled and Britain had to take drastic steps to ensure that not only was there sufficient food for everyone but that everyone received a fair and equal amount.
- On National Registration Day, 29 September 1939, every householder had to fill in a form giving details of the people who lived in their house.
- The government issued everyone were an identity card and ration book. These books contained coupons that had to be handed to a shopkeeper so people could only buy the amount they were allowed.
- Propaganda campaigns were launched to ensure that people did not waste food and grew as much of their own as possible.
- Soap and other toiletries were also rationed.
- Rationing made the British people healthier.
- Government ensure that rationing gave a balanced diet to all.
- There was an illegal black market. People with money paid higher prices for extra rations.

Contribution of women to the war effort

At the beginning of the war many women registered for voluntary work with organisations such as the Women's Voluntary Service (WVS), but others demanded part-time work in industry. The government told women to stick to their existing jobs or stay at home. In April 1941, all women were forced to register for work as the Ministry of Labour needed 2 million more workers for the armed forces and war industries. In December 1941, conscription for war work of women aged 19 to 30 was introduced.

The women's armed forces	Heavy industry and transport
<ul style="list-style-type: none"> • The women's armed forces included; the WRNS (Women's Royal Naval Services), WAAF (Women's Auxiliary Air Force), FANY's (First Aid Nursing Yeomanry) and the ATS (Auxiliary Territorial Service). • The women did the routine office, driving and domestic duties that freed the men up for combat duty. • They worked as mechanics, welders, pilots, carpenters and gunners on anti-aircraft guns. • They overhauled and service torpedoes and depth charges and repaired ships. • Carried out administrative tasks, drove convoys, acted as dispatch riders and worked in intelligence. • They worked in civilian medical centres, first-aid posts, mobile canteens and rest centres. 	<ul style="list-style-type: none"> • Women worked in aircraft factories, in munitions factories and as engineers, mechanics and lorry, train and bus drivers. • By 1943, women occupied 57 per cent of the jobs in factories and, when they were in direct competition with men, often showed that they could do better. • Pay and conditions were often poor. • Women's pay was lower than it was for men.

Women's Land Army

The Women's Land Army was started by the government in June 1939 to increase the amount of food grown in Britain. Most of the 'Land Girls' were from the countryside but a third came from London and the cities of the north. It was voluntary to begin with but conscription was introduced. By 1944 it had 80,000 members.

5. Keeping up morale

Key Question 5 – How important was it to maintain people's morale during the war?

The role of radio and cinema

Radio	Cinema
<ul style="list-style-type: none">• BBC broadcast to a huge audience throughout the war.• There were 9 million licence holders, which meant that almost every family had access to a radio.• It became an important way of involving the population and keeping them informed.• 'It's That Man Again' was a comedy programme that made fun of The Nazis.• 'Music while you work' was introduced to keep up morale for workers.	<ul style="list-style-type: none">• Before the war the cinema was a cheap, popular form of entertainment.• In 1938, about 980 million cinema tickets were sold, and by 1945 this had reached more than 1,500 million.• The Ministry of Information produced short films about coping with the problems created by the war.• Films were made to make people feel patriotic such as 'Went the Day Well?'. In this a British village defeats the Nazis.

Propaganda and censorship

Propaganda	Censorship
<p>The government had to ensure that people would support the war effort at all costs.</p> <p>It was hoped that with constant persuasion and suggestion people's attitudes would be positively influenced.</p> <p>Posters ranged from ones emphasising bravery and togetherness, images encouraging men to fight and for women to work in munitions factories.</p> <p>Posters were cleverly designed to promote the war effort, convince people to act in a certain way, appeal to people's sense of patriotism.</p>	<p>The government wanted to ensure that information would not be given away to the enemy, or given to the British people that might damage morale.</p> <p>There was censorship on overseas mail. Any sensitive material would be removed.</p> <p>Soldiers' letters home were subject to censorship to ensure that military secrets were not given away.</p> <p>Telephone calls were subject to censorship.</p> <p>Certain items of news were not broadcast or published in case it damaged morale.</p> <p>Newspapers were carefully monitored.</p>

The Ministry of Information

To ensure propaganda and censorship were carried out effectively, the MIF was set up. By the end of the war more than 3,000 people worked in the ministry.

Campaigns and appeals

The Rationing policy

Please see topic 4.

The 'Dig for Victory' campaign

- Involved posters and leaflets to educate people about the efficient use of food.
- Men and women across Britain were encouraged to grow their own food to supplement what was available through rationing.
- People turned their lawns into vegetable gardens and open spaces were turned into allotments.
- Many people used to keep hens, rabbits and even pigs.
- In 1939, there were just over 800,000 allotments in Britain and this figure had almost doubled by 1943.

- The use of carrots was a particular focus, introduced to the public in posters and leaflets, by a character called 'Doctor Carrot'. The potato received similar treatment through a character called 'Potato Pete' who had his own song played on the radio.

The Spitfire Fund

- If an individual or business raised £5,000 they could have a Spitfire fighter aircraft named after them.
- While the £5,000 did not cover the full cost of building a Spitfire it did cover the cost of building the frame.
- Local communities staged 'Spitfire' events so that people could contribute anything they could afford. This was done in Newport during the war. A fundraising event for the Newport Spitfire fund was held at Maindee Police station sometime in 1940. Money was collected in an unexploded German bomb.

The importance of Churchill as a wartime leader

After the outbreak of war, PM Chamberlain lost more and more support, as it became obvious that appeasement had not worked. He resigned on 10 May 1940. Winston Churchill was already a senior figure in Parliament. He detested Hitler and Nazism and had spoken out against Germany throughout the 1930s. On 10 May 1940, Winston Churchill was appointed Prime Minister of Britain, in a coalition government.

Why was Churchill appointed as Prime Minister?

- He was against the policy of Appeasement and had been proved right.
- He was clear in his opinion that the Nazis had to be defeated.
- People thought he could work with Labour and create a cohesive wartime government.
- Churchill's speeches were admired and he was popular with the press.
- Opinion polls suggested that the public liked and supported him.

When Churchill was appointed Prime Minister in May 1940, he faced a difficult situation. The German army and air force were deep into northern France, and the British Expeditionary Force was trapped at the French port of Dunkirk.

Hitler by now controlled most of Europe. The invasion of Britain seemed imminent. Instead of trying to negotiate peace with Hitler, Churchill:

- Organised the military
- Ensured that the air force could control the skies
- Created a command structure between the army, navy and air force
- Cultivated close relations with the USA, which meant that Britain received support to fight the war.

As well as the strong leadership shown above, Churchill was crucial in keeping up the morale of the British people and made them believe in ultimate victory, with speeches and tours of the country. There was no talk of surrender and he rejected any idea of peace. For him, the defeat of Nazism was all that mattered.

6. Life after war

Key Question 6 – How difficult were conditions in Britain in 1945?

The economic position of Britain in 1945

- National debt was £3,500 million.
- Lost 30 per cent of its total wealth.
- The USA ended the Lend-Lease agreement.
- A third of Britain's housing had been destroyed.
- Rationing remained in place as Britain could not afford to buy food from abroad.
- Income tax was raised to 50 per cent to help the government pay for post-war reconstruction.

Impact on Wales

- Wales had experienced bombing, destruction, death and injury.
- Around 15,000 Welshmen were killed in the war.
- Many returned physically or mentally shattered by experiences of war.

'Victory' parties and parades

- Victory was celebrated in many ways across the country.
- Some were spontaneous, some were encouraged and others were planned.
- Many 'Victory parties' took place on VE Day itself; others followed at a later date.

Demobilisation

In September 1944, Ernest Bevin designed a demobilisation plan. This was so that men and women could return to the lives that they had before being conscripted into the military.

- People were to be released from the armed forces based on their age and service number.
- Some 'key men' had a skill vital in the post-war reconstruction of the country; they were released before their turn.
- Married women and men aged 50 or over were released early.

Bevin's plan was put in place on 18 June 1945. Over the next 18 months, 4.3 million men and women were 'demobbed' and returned to civilian life. The conscripts faced some problems when they returned home, such as:

- Food was still rationed
- Homes and workplaces had been damaged or destroyed.
- Some returned to find their relationships or marriages had broken down.
- Some were psychologically affected by the war.
- Some had been physically disabled by injuries from the war.

War damage

By 1945, most major British towns and cities had been affected by German bombing raids. Half a million British homes had been destroyed and a further 3 million houses were very badly damaged. Some town centres like Coventry, Plymouth, Liverpool and Swansea had been extensively damaged or destroyed.

The reasons for Labour's victory in the 1945 general election

- Each party published a manifesto to say what they would do if they were elected.
- Many of the policies were similar – health service, housing, jobs, improvements in education.
- The main difference was that the conservatives did not say how or when this would happen, whereas Labour promised to do it immediately.

- Public interest in politics grew during the war. Voting was open between 5 July and 19 July, to allow soldiers serving overseas to vote.

Results

Party	Seats	Total seats %	% change since 1935
Labour	395	61.7	+10.4
Conservatives	215	33.6	-13.9
Liberals	12	1.9	+0.8
Others	18	3.4	

Reasons why Labour won

- Trade unions promoted the Labour Party as supporting workers.
- Many people did not see Churchill as a peacetime leader.
- Labour had been winning seats before the war started, as their popularity was improving.
- Many people blamed Conservatives for the unemployment and deprivation of the 1930s.
- Labour seemed to stand for allowing all people to access opportunity, whatever their background.
- In the coalition wartime government, Labour politicians had held key posts and people thought they would carry on their good work.

7. Rebuilding the country after 1945

Key Question 7 – How did the Labour government deal with the problems of the time?

The Beveridge Report

In 1941, the government set up a Royal Commission under Sir William Beveridge to look into ways in which Britain could rebuild after the war. Beveridge identified 'Five Giants' that needed to be dealt with:

- 1) Want – the need for adequate income for all.
- 2) Disease – the need for access to health care.
- 3) Ignorance – the need for access to educational opportunity.
- 4) Squalor – the need for adequate housing.
- 5) Idleness – the need for gainful employment.

How the Labour government attacked the Five Giants	
WANT 1945 Family Allowances Act – 5 shillings per week for each child, payable to the mother. 1946 National Insurance Act – unemployment, sickness, maternity and widow's benefits. Old age pensions for men over 65 and women over 60. 1948 National Assistance Act – board set up for the homeless, disabled, chronically sick and mentally ill people who could not pay National Insurance.	IDLENESS -Labour's nationalisation of several industries showed that it intended to manage industry and employment. -Building schemes ensured high employment for several years after the war.
IGNORANCE 1944 Education Act – -Education divided into primary, secondary and further. -Secondary education divided into grammar, technical and modern. - Free education until school leaving age of 14.	DISEASE 1946 National Health Service Act – -Free service providing advice, treatment and care needed.
SQUALOR 1946 Housing Production Executive – one million houses, including prefabs were built. 1946 New Towns Act – 17 new towns in England, 5 in Scotland and 1 in Wales. 1947 Town and Country Planning Act – gave local councils power to purchase land to build houses on.	

The Welfare State

The labour government set up a welfare state. A system where the state undertakes to protect the health and well-being of its citizens. The aim was to take care of the people from 'cradle' to 'grave'.

- + Unemployment was lower between 1946 and 1950 than during pre-war years.
- + Free health care was provided
- The cost of the welfare state continued to rise.

The NHS

- The British Medical Association (BMA), the doctors' professional body. Opposed the introduction of the NHS.
- Doctors feared they would lose money as there would be no lucrative private patients.
- By 5 July 1948, three-quarters of the population had signed up with doctors under the new health scheme.
- + The NHS brought free health care to all from the cradle to the grave, including those who could not afford it.
- + It was popular with those who were keen to avoid medical bills.
- + Rates of infectious diseases such as tuberculosis declined.
- + Between 1931 and 1961, life expectancy for both men and women had increased by 10 years.
- - The NHS was unpopular with many doctors and it was seen as running at an enormous cost.

- - It did not have the support of all doctors and many wished to remain in private medical practices. The BMA initially voted against the NHS, and Bevan had to alter the act to allow them to continue working privately in order to gain their support.
- - In the first year it cost £248 million to run which was £140 million more than expected. The £2 million allocated for free NHS spectacles in the first year was spent within weeks, as more than 5 million pairs were issued in the first year.
- - In 1951, the Labour government had to introduce some dental charges due to the costs.

Education

- The Education Act of 1944 created a Ministry of Education with the aim of providing a national system.
- Education was split into three stages – primary, secondary and further.
- Education was to be provided for free.
- The school leaving age was raised to 15 in 1947.
- Secondary education was split between three types of schools: grammar, technical and modern. The school a student attended was determined by the '11 plus' examination.
- + Education was granted to all for free.
- - 11-plus' education tests were seen as unfair by many, and a number of Labour members wished for a comprehensive school structure where pupils of all backgrounds and abilities were together.

The 'Homes for All' policy

- The state of Britain's housing at the end of the war was very poor and in desperate need of repair.
- The response of the government was to build prefab bungalows, designed to last ten years.
- The aim was to build 500,000 of this type of home to cover all eventualities.
- Council house provision was shaped by the New Towns Act 1946, and the Town and Country Planning Act 1947.
- + The 'Homes for All' policy led to new towns, such as Cwmbran, and many families benefitted from the prefabs.
- + The new towns helped to relieve the potential issue of overcrowding.
- + Over 800,000 new homes were built between 1946 and 1951.
- + Some slums were demolished and many houses were improved by the addition of indoor bathrooms and hot water.
- - 'Homes for All' did not meet its expected ambitious targets.
- - By 1951, there was still a shortage of new houses built for sale.
- - There were still waiting lists in urban areas in the early 1950s.
- - Some people had negative attitudes to the prefabricated houses.

Nationalisation of the key industries

- People realised that to rebuild the country, these industries would need to be controlled.
- The Labour government committed itself to a programme of nationalisation. That would mean these industries would be owned by the state, rather than by private individuals.
- The key industries that became nationalised were:
 - Coal – the Coal Industry Nationalisation Act of 1946 came into effect in January 1947. A National Coal Board was set up under the Minister of Fuel and Power.
 - Electricity – in 1947, the electricity industry was nationalised, followed by the gas industry in 1948. The aim was to spread services to all areas of the country.
 - Railways – in January 1948, the government bought 52,000 miles of existing railway track. They hoped British Rail would make rail transport more efficient.
 - Road haulage – long distance hauliers were brought under the control and ownership of the British Road Services. Bus services and hauliers carrying their own goods were exempt.
- + Nationalisation provided improved working conditions in key industries for many.
- + 1 in 10 British people worked in these nationalised industries.
- + Output increased in several industries, for example coal.
- + Working conditions in the coal industry improved as workers benefitted from paid holidays and sickness pay.
- + Railway lines now linked the more remote areas together. Private companies would have seen this as a non-profit making idea and so may have avoided it.
- + More countryside areas were electrified under this new ownership.

- - Nationalisation was seen as protecting declining industries, and at a cost.
- - The Government paid £2700 million in compensation to the previous industries.
- - The Conservative party criticised the whole process, saying central government had too much control.

Reactions to the reforms of the post-war Labour governments

- The welfare state – lower unemployment, but people were concerned about growing costs. Some thought it made people too lazy and dependent on the state.
- The NHS – highly regarded by the population. Many thought the NHS was too costly and people's expectations were unrealistic.
- The Education Act – many believed that education was fairer and available to all. Some saw it as a system that reinforced social class and limited opportunity by categorising people based on exam.
- Homes for All – housing slowly replaced with more modern buildings. Those who could not afford to buy a house could rent one from the council. Not all councils built enough housing.
- Nationalisation – by 1951 one in ten men and women were employed by newly nationalised industries. Electricity spread around the country and coal production increased.

Exam Technique

Question 1 – What can be learnt from source A and B about....? [4]

- Identify 2 things that can be learnt from source A about the key feature.
- Identify 2 things that can be learnt from source B about the key feature.

From source A you can learn that... (x2) From source B you can learn that... (x2)

Question 2 – To what extent does the source accurately explain? [6] TEST ACCURACY

- CONTENT - Discuss the content of the source. Add your 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? How does this impact on accuracy? Does it consider the whole picture? WHAT type of source is it? How does this impact on accuracy? Audience of the source? How does this impact on accuracy?
- CONCLUSION – Reach a judgement on the accuracy of the source for explaining the key feature? Give reasons for your answer.

Question 3 – Why wasSignificant.....? [12]

- Use knowledge to place key issue into context.
- Explain what was happening at that time.
- Include specific factual detail to help construct an argument.
- Give 3 detailed reasons explaining why the key feature is significant. This is significant because... (POINT/EXAMPLE/EXPLAIN)

Question 4 – Explain the connections.... [12]

- Select three factors which you think show clear connections.
- Introduction giving a main connection between the three features.
- Make connections between each of the features using own knowledge for context.
- Aim to make a range of connections. Make sure connections are explained.
- Conclude with a final sentence showing relevant connections.

Question 5 – How far do you agree with this interpretation [16+3] (OCOCC)

- Outline the interpretation given in the question.
- CONTENT of the extract linking it to your knowledge of the events. What evidence can you include to support the main message of the extract?
- ORIGIN – how does what you are told about the author impact on the reliability of the extract? Why was the extract produced? Who was the intended audience? Does this impact upon the interpretation? WHY HAS HE REACHED HIS INTERPRETATION?
- COUNTER INTERPRETATIONS – do other historians have differing viewpoints? What other viewpoints are there? Explain why these interpretations differ.
- CONCLUSION – reach a JUDGEMENT which answers the question (DO YOU AGREE WITH THIS INTERPRETATION AND WHY?) Discuss how and why interpretations on this issue differ.